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ABSTRACT

This curriculum guide provides instructional materials that offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force. A DACUM (Developing a Curriculum) chart forms the basis for the task performance guides provided for five audiences: students, educators, business/industry/labor community, policy makers, and parents. Not every duty and task on the chart pertains to every audience. Each task performance guide consists of units that include introduction, performance objectives, suggested implementation strategies, evaluations, resources, and special notes. These units are grouped under the duty to which they pertain. The curriculum consists of these 11 duties: eliminate internal barriers; eliminate sex-role stereotyping; provide survival skills for trade and technical women and men; create support systems; eradicate external barriers; remove discriminatory behavior at all levels in schools and the workplace (coworkers/students); provide educator training; deliver career education and exploration; deliver workplace literacy skills; revise policies and regulations; and comply with government regulations. Appendixes include a compilation of handouts, newspaper articles, programs, agendas, events, etc., mostly related to tasks (suggested tasks are typed on each copy) related to the student audience section of the document; 170 curricula, guides, handbooks, and manuals; 132 videos, cassettes, disks; 9 profiles, tests, and posters; and 29 agencies, associations, and unions. Contains a bibliography listing 280 items. (YLB)

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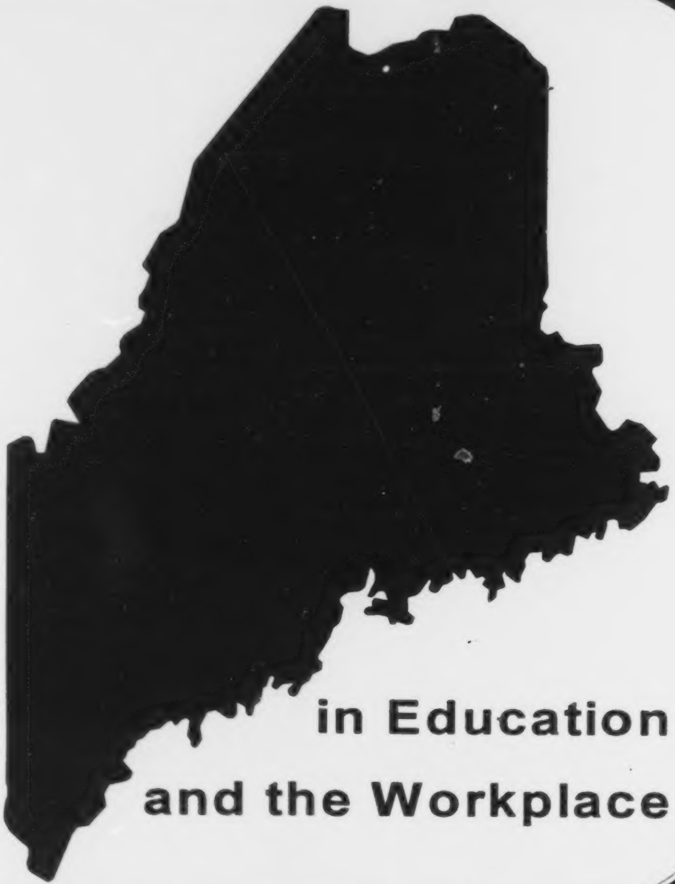

in Education and the Workplace

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- Parent Audience
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EDUCATOR AUDIENCE

BUSINESS/INDUSTRY AND COMMUNITY AUDIENCE

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PARENT AUDIENCE

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BIBLIOGRAPHY

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Wayne L. Mowatt, Ed.D.
Commissioner

DEPARTMENT OF EDUCATION

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May 22, 1995

On behalf of the Maine Department of Education and the Maine Council on Vocational Education (MCVE), I am pleased to send you *Implementation Strategies for Gender Equity in Education and The Workplace*. We developed this document from discussions regarding how to present gender equity to educators in the State of Maine in such a way as to increase access for nontraditional students to vocational and applied technology programs. It was agreed to utilize the Developing A Curriculum (DACUM) process to involve practitioners - in this case, nontraditional workers - to identify the barriers they faced both in school and the workplace regarding the issues of equity, access, and retention.

This process led to a three-year effort which resulted in this comprehensive document aimed at long-term, systemic change in Maine's schools and workplaces. Curriculum was developed and targeted for students, educators, parents/families, policy makers, and the business/industry/labor community. The unique aspects of this document include a comprehensive, stand-alone curriculum, strategies that easily integrate into classroom or in-service trainings, and easy access to resources within Maine.

A technically trained and diverse work force is essential for Maine to compete successfully in the global economy. Therefore, I encourage you to make use of this resource for achieving equity. I know you will find it an invaluable tool.

Sincerely,

Wayne L. Mowatt, Ed.D.
Commissioner

23 State House Station, Augusta, Maine 04333 — *Offices Located at* the Education Building

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Curriculum Resource Center of Maine

A NOTE TO USERS OF THIS PRODUCT

June, 1995

The goal of this curriculum is to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force.

The developers of this project believe mind sets and socialization tactics begin at birth and determine how we develop into adults. It is also the belief of the project developers that mindsets and socialization tactics can be changed if an individual is given new strategies and coping skills.

This product is a reflection of these beliefs by suggesting

- a multitude of strategies that can change mind sets and remove barriers;
- a variety of examples on ***HOW*** these strategies can be implemented (refer to Appendix); and,
- a huge assortment of print, video, and agency resources to assist you in implementing these strategies (refer to Bibliography).

The uniqueness of this document is in the vast amount of people assisting with developing the strategies representing the diverse audiences of Student, Educator, Business/Industry/Community, Parent/Family, and Policy Makers. Although some of the strategies refer the user to other audience strategies, each audience certainly has left her or his own mark on this document.

It is recognized by the product developers that a vast amount of resources exist other than those identified in this document that can be utilized to implement the suggested strategies. It has always been the intent of the developers that this document be used to stimulate further strategies and ultimately to incorporate additional resources to deal with the strategies identified in this document.

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One final note . . .

> Although the preferred choices of person in today's writing are the plural "they" or the neutral "you," this text does not choose either. Instead, it uses "she or he," "hers or his." The reason for this usage is "Gender-Neutral is not Gender-Positive Language. The person must say what she or he means. If someone uses Gender-Neutral Language (their, them, you, etc.), the listener or reader is left to form a mental image, which traditionally has been male." Therefore, an attempt has been made in this document to say ***exactly*** what is meant.

Please use this document as you see fit while giving the appropriate credit for the material in whatever arena or audience you believe best suits your needs. Best of luck with your endeavor!

Sincerely,

Susan N Donar

Susan N. Donar
Director

SND:cbb

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ACKNOWLEDGMENTS

Appreciation is extended to the following individuals who contributed of her and his time and expertise to the development of this GENDER EQUITY IN EDUCATION AND THE WORKPLACE Curriculum and/or Suggested Implementation Strategies Guide:

DACUM CHART

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An extra special thank you goes to the following people for her and his long-term (four years) commitment to seeing this project completed.

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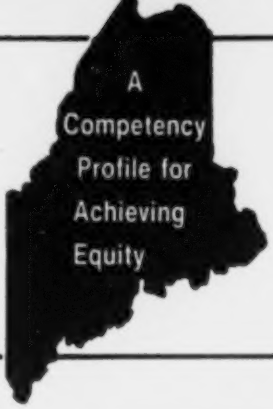

A
Competency
Profile for
Achieving
Equity

Gender Equity in Education and the Workplace

A technically trained work force is essential for us to compete successfully in the global economy. To rebuild our standard of living, it is vital that both women and men have equal access to economic equity through education and jobs. Most careers in the United States are segregated by gender. For instance, most trade and technical jobs are held by men and most service sector and social work jobs are held by women.

Women and men work for the exact same reasons: to meet financial responsibilities; to achieve a sense of contribution to society; and to achieve a sense of personal fulfillment.

Many barriers prohibit women and disadvantaged men from achieving economic equity. To open all careers to women and men, barriers in recruitment must be eliminated. Internal barriers are an individual's thoughts or feelings that influence decision-making and personal and professional options. External barriers are family, cultural, educational or governmental attitudes and policies that limit personal and professional options and decision-making.

Because many external barriers have an impact on self-esteem and an individual's perceived options, some of the barriers listed below may appear on both lists:

Internal Barriers:

- Sex-Role Stereotyping
- Lack of Self-Esteem and Self-Confidence
- Age
- Fear of Failure or Success
- Cultural and Religious Mores
- Physical Capabilities
- Homophobia
- Ethnic Background
- Low Vocational Expectations
- Fear of Science/Math Ability

External Barriers:

- Lack of enforcement of government laws and regulations
- Sex-Role Stereotyping
- Finances
- Child Care
- Vocational/Academic Preparation
- Transportation
- Job Organization and Structure
- Homophobia
- Lack of Support
- Lack of Information about Career Opportunities
- Harassment
- Isolation and Discrimination
- Cultural and Religious Mores

It is up to each of us to work toward eliminating these barriers. This competency profile identifies strategies to remove barriers in Trade and Technical Careers.

REVISED 1994

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GENDER EQUITY IN EDUCATION AND THE WORKPLACE

TASKS

DUTIES		Audience		Audience		Audience		Audience		Audience		Audience		Audience		Audience
A. Eliminate Internal Barriers	**A-1** Instill Self-Esteem and Empowerment	S E P	**A-2** Identify and Manage the "Imposter Syndrome"	S	**A-3** Build Self-Confidence	S	**A-4** Teach Vocational Cross-Training to Girls and Boys at an Early Age (Tool Usage)	S	**A-5** Eliminate Internal Sex-Role Stereotyping	S E PM P BIC	**A-6** Encourage and Support Risk Taking	S				
B. Eliminate Sex-Role Stereotyping	**B-1** Revise Printed Materials and Graphics to be Gender Positive	E PM BIC	**B-2** Eradicate Exploitation of Women in Media	E PM BIC	**B-3** Increase Positive Image of Women in Media	E PM BIC	**B-4** Provide Trade and Technical NTO Role Models	E BIC	**B-5** Eliminate Gender-Specific Marketing Techniques	E BIC	**B-6** Increase the Number of NTOs Depicted in Trade and Technical Positions in the Media	E PM BIC	**B-7** Use Gender Positive Language	S E PM P BIC	**B-8** Change Home Ec. to Home Tech	E PM
	B-9 Provide Parenting Education	S E P	**B-10** Involve Parent(s) Guardian(s) in Career Exploration and Decision Making	S E P	**B-11** Educate Ethnic Associations (Cultural)	P BIC	**B-12** Provide Experiential Opportunities for Parents	E P								
C. Provide Survival Skills for Trade and Technical Women and Men	**C-1** Teach History of Women in the Trades	S PM P BIC	**C-2** Conduct Legal Rights Education	S P BIC	**C-3** Conduct Safety Education	S	**C-4** Conduct Interlocking Oppression and Diversity Training Education	S PM P BIC	**C-5** Increase Strength and Cardiovascular Conditioning	S BIC	**C-6** Conduct Sexual Harassment Prevention Training	S PM BIC	**C-7** Provide Leadership Opportunities for Women	PM BIC	**C-8** Conduct Labor (Union) Education	PM P BIC S
	C-9 Teach Communication Skills	S	**C-10** Teach Conflict Resolution Skills	S	**C-11** Teach Financial Planning	S	**C-12** Teach How to Identify Resources Networks	S E P	**C-13** Teach How to Balance Work and Family	S PM P	**C-14** Identify and Manage the Imposter Syndrome	S	**C-15** Encourage Parents/Guardians to Find Back-up Dependent Care	S P	**C-16** Participate in NTO Support Groups	S BIC
D. Create Support Systems	**D-1** Provide and Promote Employer Employee Networking	BIC	**D-2** Utilize Gender-Specific NTO Support Groups/Networks	S BIC	**D-3** Encourage Family Support	S P	**D-4** Encourage Opportunities for Peer Support	S BIC	**D-5** Encourage the Placement of Two or More NTO Students or Workers in Classes and on Job Sites	S BIC	**D-6** Utilize Personal Counseling Services	S BIC	**D-7** Provide Placement and Follow-Up Services	S BIC		
E. Eradicate External Barriers	**E-1** Eliminate Discrimination of Race, Age, Sex, Religion, Ethnicity, Sexual Orientation, Mental/Physical Disability, and Marital Status	S E PM BIC	**E-2** Eliminate Unsafe Working Conditions	E BIC	**E-3** Comply with and Enforce Government Regulations	E BIC	**E-4** Eliminate Hostile Work Environment	E BIC	**E-5** Design Comparable Tools and Equipment to Fit Women	E BIC	**E-6** Design Ergonomically Correct Environments	E BIC	**E-7** Design and Implement Diverse Dependent Care Options	PM BIC	**E-8** Increase Access to Transportation	PM BIC
	E-9 Provide Flex-time Opportunities/Options	PM BIC	**E-10** Provide Technical Assistance for Schools and Employers regarding Employing Women	PM BIC	**E-11** Elevate Image of Technical/Vocational Education and Careers	S E PM BIC	**E-12** Provide Dependent Care Leave	PM BIC	**E-13** Provide Comprehensive Benefit Package for All	PM BIC						
F. Remove Discriminatory Behavior at all Levels in Schools and the Workplace (Co-Workers/Students)	**F-1** Stop Violence and Hatred Toward Women	S E PM P BIC	**F-2** Conduct Interlocking Oppression Education	S E BIC	**F-3** Conduct Sexual Harassment Education	S E BIC	**F-4** Conduct Affirmative Action/Civil Rights Education at ALL Levels	S E BIC	**F-5** Eliminate Career Discrimination	S E PM BIC	**F-6** Eliminate Discrimination in Work Assignments	S E PM BIC	**F-7** Eliminate Promotional Discrimination	S E PM BIC	**F-8** Eliminate Physical and Mental Harassment	S E PM BIC
	F-9 Eliminate Age Discrimination	S E PM BIC	**F-10** Provide Technical Assistance for Schools and Employers	BIC	**F-11** Provide Gender-Positive Team-Building Education (Co-Worker)	S E BIC	**F-12** Eliminate Discriminatory Teaching Methods	E BIC	**F-13** Require Respect in the Workplace	S E BIC	**F-14** Provide Leadership Opportunities for Women	S E BIC				

AUDIENCE CODES: S — Student E — Educators PM — Policy Makers P — Parents BIC — Business Industry Labor Community

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GENDER EQUITY IN EDUCATION AND THE WORKPLACE

DUTIES	TASKS															
		Audience		Audience		Audience		Audience		Audience		Audience		Audience		Audience
G. Provide Educator Training	**G-1** Conduct Interlocking Oppression Education	E	**G-2** Teach How to Eliminate Discrimination in Class Assignments	E	**G-3** Provide Education on Civil Rights and EEOC	E	**G-4** Provide Sexual Harassment Prevention Training	E	**G-5** Utilize Gender-Equal Teaching Methods	E	**G-6** Eliminate Self-Fulfilling Prophesy Stereotyping	E	**G-7** Require Trade & Technical Job Shadowing Opportunities	E	**G-8** Teach Gender Equity in Early Childhood Education Programs	E
	G-9 Teach Awareness of (Male/Female) Learning Styles	E	**G-10** Teach Tool/Equipment Usage	E	**G-11** Teach Trade/Vocational Vocabulary	E	**G-12** Expose Counselors to Trade and Technical Careers	E	**G-13** Provide Multi-Cultural Awareness Education	E	**G-14** Teach and Utilize Gender-Positive Language	E	**G-15** Teach Team-Building Techniques	E	**G-16** Teach Safety Education	E
	G-17 Teach How To Provide Cross-Training Experiences at ALL Levels	E	**G-18** Teach Team Decision-Making (Win-Win Bargaining)	E	**G-19** Teach Importance of Same Sex Advisors/Mentors	E	**G-20** Utilize Gender-Neutral Assessment Practices	E	**G-21** Teach Recognition of Transferable Skills	E	**G-22** Require Participation of Women in Trade and Technical Curriculum Devel.	E	**G-23** Teach How to Provide/Encourage Support System	E		
H. Deliver Career Education and Exploration	**H-1** Assign Same Sex Advisors/Mentors for All NTO Students	S	**H-2** Expand Career Aspirations	S	**H-3** Conduct On-going, Hands-on Trade and Technical Exploration for Everyone	S	**H-4** Provide Opportunities for Job Shadowing Experiences for Students	S	**H-5** Explore Career Ladders Starting in Middle School	S	**H-6** Provide NTO Role Models	S	**H-7** Provide Information on Financial Realities of Career Choices	S	**H-8** Conduct Gender-Neutral Skill Assessments	S
	H-9 Provide Interactive, On-going Career Counseling	S	**H-10** Elevate Image of Vocational Technical Education and Careers	S E PM P BIC	**H-11** Correlate Individual Needs with Workplace Realities	S	**H-12** Explore Self-Employment as a Career Advancement Strategy	S	**H-13** Provide Placement and Follow-up Services	S						
I. Deliver Workplace Literacy Skills	**I-1** Teach Decision-Making Skills	S BIC	**I-2** Teach Problem-Solving Skills	S BIC	**I-3** Teach Appropriate Workplace Attire	S BIC	**I-4** Teach Critical Thinking	S BIC	**I-5** Teach Gender-Positive Team-Building Skills	S BIC	**I-6** Teach Respect in the Workplace	S BIC	**I-7** Teach Safety Skills and Rules	S BIC	**I-8** Teach Worker Rights and Responsibilities	S BIC
	I-9 Teach Communication Skills	S BIC	**I-10** Teach How to Balance Work and Family	S BIC	**I-11** Teach Conflict Resolution Skills	S BIC	**I-12** Teach Basic Trade and Technical Terms and Tools Use	S BIC	**I-13** Teach Prevention of Sexual Harassment	S BIC	**I-14** Teach Economics of Work	S BIC	**I-15** Teach Applied Math and Science Skills	S BIC	**I-16** Teach Employability Skills	S BIC
	I-17 Teach Basic Computer Skills (Include Keyboarding)	S BIC	**I-18** Teach Initiative	S BIC												
J. Revise Policies and Regulations	**J-1** Eliminate "Good Faith Effort" in Meeting Affirmative Action Policies & Regulations	PM BIC	**J-2** Codify Affirmative Action, EEOC Regulations including Executive Orders	PM	**J-3** Institute Universal Access to Health Care	PM	**J-4** Conduct Gender-Impact Analysis on all Polices and Regulations	PM	**J-5** Increase Transportation Options	PM	**J-6** Implement Comparable Crediting of Prior Experiences	E PM BIC	**J-7** Create Diverse Dependent Care Options	E PM BIC	**J-8** Require Participation of NTO's in the Development of Policies & Regulations	E PM BIC
	J-9 Increase Percent of NTO Enrollments in Vocational Education	E PM	**J-10** Require Participation in Apprenticeship when Business Involved is in any Gov. Program	PM	**J-11** Require Comprehensive Career Exploration K-12	E PM	**J-12** Increase Number of NTO Trade Instructors	E PM	**J-13** Utilize Current Census Figures to Increase Goals for NTO Participation	PM						
K. Comply with Government Regulations	**K-1** Enforce Safety Regulations	E PM BIC	**K-2** Enforce Sexual Harassment Regulations	E PM BIC	**K-3** Enforce EEOC Guidelines	E PM BIC	**K-4** Enforce Affirmative Action Goals, Regulations, and Laws	E PM BIC	**K-5** Enforce Maine Human Rights Act in Education and Employment	E PM BIC	**K-6** Enforce Title IX	E PM BIC	**K-7** Enforce Executive Order 11246 (Affirmative Action)	E PM BIC	**K-8** Enforce Non-Retaliation Clauses	E PM BIC
	K-9 Enforce Apprenticeship Regulations, Title 29, CFR 30	E PM BIC														

AUDIENCE CODES: S — Student E — Educators PM — Policy Makers P — Parents BIC — Business/Industry/Labor Community

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Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-1(a) Instill Self-Esteem and Empowerment

II. INTRODUCTION:

A person's level of self-esteem affects everything she or he thinks, says, or does. It affects how she or he sees the world and her or his place in it, and how others see and treat her or him. Self-esteem affects the choices one makes about what to do in life and with whom to associate. It affects the ability to take actions to change things that need changing. Therefore, knowledge of one's self-esteem is extremely important when making career decisions.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define self-esteem.
Describe impact of self-esteem.
Identify factors that influence developing self-esteem.
List self-esteem improvement methods.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Create a self-concept collage.
Discuss self-esteem (what it is, where it comes from, etc.).

V. EVALUATIONS:

Students will be able to:

List a minimum of three (3) factors that have contributed to their self-esteem and five (5) ways to improve their self-esteem.
Define self-esteem.

VI. RESOURCES:

Step-Up for Women (Chapter 10), Northern New England Tradeswomen
Women and Self-Esteem, Linda Sanford and Barbara Donovan
Career Life Planning, Displaced Homemakers Project

VII. SPECIAL NOTES:

Once the Educator Audience component is added to the curriculum, a variety of self-esteem and empowerment activities will be available.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-1(b) Instill Self-Esteem and Empowerment

II. INTRODUCTION:

Empowerment means taking charge of one's life. It includes: self-awareness, self-acceptance, self-responsibility, self-confidence to move forward in the right direction. It means taking responsibility and moving from dependent to independent.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define empowerment.
Describe the difference between empowered and unempowered responses.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Place themselves in situations where they must make decisions based on their past experiences.
Use attached activities to be published under Educator Audience component for A1 (a) and (b).

V. EVALUATIONS:

Students will be able to:

Identify empowered responses versus unempowered responses.

VI. RESOURCES:

Career Life Planning, Displaced Homemakers Project
Videos: *Take the Power* or *One Fine Day*

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-2 Identify and Manage The Imposter Syndrome

II. INTRODUCTION:

The Imposter Syndrome is the feeling of being a fraud and the fear of being "found out." This can impact an individual's choices and the ability to function in her or his education and career.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define Imposter Syndrome.
Identify the level of Imposter Syndrome.
Identify steps to overcome the Imposter Syndrome.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss Imposter Syndrome concepts.
Discuss the impact of the Imposter Syndrome on choices made by women and men.
Complete Clancy's Imposter Syndrome Scale.
Discuss results of Imposter Syndrome Scale.
Discuss steps to overcome the Imposter Syndrome.

V. EVALUATIONS:

Students will be able to:

Define the Imposter Syndrome and identify steps to address their level of the Imposter Syndrome.
Identify the impact the Imposter Syndrome has on their choices.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-3 Build Self-Confidence

II. INTRODUCTION:

Self-confidence correlates with self-esteem but with the distinction that self-esteem is one's feeling of worth. Self-confidence is the feeling of competence that creates the ability to act in certain ways or perform certain tasks. Developing skills in this area can lead to greater confidence. Self-confidence is needed in order to successfully apply trade, technical, academic, and social skills.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define self-confidence.
Identify areas where one feels self-confident.
Select areas to develop self-confidence.
Develop an action plan for building self-confidence.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Discussion of the "Fifteen Steps To A More Confident You." (attached)

V. EVALUATIONS:

Students will be able to:

Define self-confidence.
State three areas where they feel self-confident.
Identify three areas where they want to improve self-confidence.
Create a plan for improving self-confidence in those three areas.

VI. RESOURCES:

Maine Displaced Homemakers Curriculum, *Fifteen Steps Handout* (attached)

VII. SPECIAL NOTES:

"Fifteen Steps to a More Confident You"

1. Recognize your strengths and weaknesses and set your goals accordingly.

2. Decide what you value, what you believe in, what you realistically would like your life to be like. Take inventory of your library of stored scripts and bring them up-to-date, in line with the psychological space you are in now, so they will serve you where you are headed.

3. Determine what your roots are. By examining your past, seek out the lines of continuity and the decisions that have brought you to your present place. Try to understand and forgive those who have hurt you and not helped when they could have. Forgive yourself for mistakes, sins, failures, and past embarrassments. Permanently bury all negative self-remembrances after you have sifted out any constructive value they may provide. The bad past lives on in your memory only as long as you let it be a tenant. Prepare an eviction notice immediately. Give the room to memories of your past successes, however minor.

4. Guilt and shame have limited personal value in shaping your behavior toward positive goals. Don't allow yourself to indulge in them.

5. Look for the causes of your behavior in physical, social, economic, and political aspects of your current situation and not in personality defects in you.

6. Remind yourself that there are alternative views to every event. Reality is never more than shared agreements among people to call it the same way rather than as each one separately sees it. This enables you to be more tolerant in your intentions and more generous in dismissing what might appear to be rejections or put-downs of you.

VII. SPECIAL NOTES (cont.):

7. Never say bad things about yourself; especially never attribute to yourself irreversible negative traits, like "stupid," "ugly," "uncreative," "a failure," "incorrigible."

8. Don't allow others to criticize you as a person; it is your specific actions that are open for evaluation and available for improvement; accept such constructive feedback graciously if it will help you.

9. Remember that sometimes failure and disappointment are blessings in disguise, telling you the goals were not right for you, the effort was not worth it, and a bigger letdown may be avoided later on.

10. Do not tolerate people, jobs, and situations that make you feel inadequate. If you can't change them or yourself enough to make you feel more worthwhile, walk on out or pass them by. Life is too short to waste time on downers.

11. Give yourself time to relax, to meditate, to listen to yourself, to enjoy hobbies and activities you can do alone. In this way, you can get in touch with yourself.

12. Practice being a social animal. Enjoy feeling the energy that other people transmit, the unique qualities and range of variability of our brothers and sisters. Imagine what their fears and insecurities might be and how you could help them. Decide what you need from them and what you have to give. Then, let them know that you are ready and open to sharing.

13. Stop being so overprotective about your ego; it is rougher and more resilient than you imagine. It bruises but never breaks. Better it should get hurt occasionally from an emotional commitment that didn't work out as planned, than get numbed from the emotional insulation of playing it too cool.

14. Develop long-range goals in life, with highly specific short-range sub-goals. Develop realistic means to achieve these sub-goals. Evaluate your progress regularly and be the first to pat yourself on the back or whisper a word of praise in your ear. You don't have to worry about being unduly modest if no one else hears you boasting.

VII. SPECIAL NOTES (cont.):

15. You are not an object to which bad things just happen, a passive non-entity hoping, like a garden slug, to avoid being stepped on. Based on your beliefs, you are the culmination of millions of years of evolution of our species, of your parents' dreams, or of God's image. You are a unique individual who, as an active actor in life's drama, can make things happen. You can change the direction of your entire life any time you choose to do so. With confidence in yourself, obstacles turn into challenges and challenges into accomplishments. Low self-esteem then recedes, because, instead of always preparing for and worrying about how you will live your life, you forget yourself as you become absorbed in the living of it.

Taken from Maine Displaced Homemaker's Curriculum.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I.	**DUTY:**	A	ELIMINATE INTERNAL BARRIERS
	TASK:	A-4	Teach Vocational Cross-Training To Girls and Boys at an Early Age (Tool Usage)

II. INTRODUCTION:

Tools are instruments which make life easier; women and men use tools daily. Tools include: power saws, typewriters, hammers, hydraulic jacks, vacuum cleaners, lawnmowers, steam irons, or screwdrivers. Cross training broadens the concepts of tools. It provides opportunities for girls and boys to develop knowledge of tools and confidence in using tools traditionally associated with the other sex. Both boys and girls need to identify tools and their usage as well as the ability to use them safely. When girls and boys develop familiarity with tools at a young age, they will possess greater self-confidence in attempting to use the tools and to explore careers associated with them.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify tools and their usage.
Take proper care of tools.
Use tools safely.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Brainstorm a list of tools associated with traditional female jobs in the home and on the job.
Brainstorm a list of tools associated with traditional male jobs in the home and on the job.
Take "McCormick Non-Traditional Occupations Profile" on Tool Usage (see attached).

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Each student will:

a. Using a 25' tape measure, accurately measure and cut a 2' x 4' into 2 specific lengths.

b. Using a "dress maker" tape measure, accurately cut out of cloth, a simple pattern for an article of clothing.

c. Brainstorm what the transferable skills are for each of the previous activities.

d. Identify various jobs (traditional and non-traditional) that utilize these skills.

V. EVALUATIONS:

Students will be able to:

Identify a variety of tools and their usage.
Identify skills that are transferable across various jobs.

VI. RESOURCES:

Ohio Nontraditional Occupations for Women Tool Curriculum
Tool manufacturers' posters for tool identification

VII. SPECIAL NOTES:

With regard to Item IV, these are just suggested activities. Instructors are encouraged to use the resources readily available to them to achieve this task.

McCormick Non-Traditional Occupations Profile

Likes and Dislikes

1. Check the ones that appeal to you.

__ I like working outside
__ I like gardening
__ I like to camp
__ I prefer clerical work
__ I like desk work

Skills

2. Place a "√" by those tools you have used and an "X" by those tools you have not used.

__ hammer
__ pliers
__ utility knife
__ lathe
__ plumb bob
__ caulk gun
__ grinder
__ electric drill
__ radial arm saw
__ long-handled shovel
__ chisel
__ pipe cutter
__ sewing machine
__ milking machine
__ bench press
__ hand saw
__ wire cutters
__ wire strippers
__ farm machinery
__ hand level
__ staple gun
__ paint brush
__ table saw
__ saws-all
__ pick ax
__ paint roller
__ propane torch
__ rototiller
__ weed whacker
__ other, please list
__ screwdriver
__ chalk line
__ drill press
__ transit
__ square
__ nail gun
__ circular saw
__ scraper
__ chain saw
__ ax
__ ladder
__ soldering gun
__ lawn mower
__ tractor

Write the number of √'s in Section 2 here _____
Write the number of X's in Section 2 here _____

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

Experience

3. Place a "√" next to the things you have done and an "X" next to the things you would like to do.

___ remodeled a kitchen

___ remodeled a bath

___ mended an electric cord

___ laid a vinyl floor

___ built a deck or patio

___ installed a switch

___ driven a pickup truck

___ rebuilt an engine

___ autobody work

___ hung sheetrock

___ hooked up a VCR

___ car maintenance

___ drafting

___ marine harvesting

___ blueberry raking

___ siding

___ farm work

___ roofed a building

___ replaced a faucet washer

___ fixed a lamp

___ set ceramic tile

___ built a fence

___ upholstered a chair

___ driven a larger truck

___ tuned up your car

___ built a house or building

___ built shelves

___ hooked up a stereo

___ wallpapering

___ boat building

___ apple picking

___ potato harvesting

___ other, please list

Write the number of √'s in Section 3 here _____
Write the number of X's in Section 3 here _____

4. Check the courses you have taken.

___ Drafting

___ General Math

___ Algebra I

___ Algebra II

___ Geometry

___ Calculus

___ Agriculture

___ Industrial Arts

___ Physics

___ Biology

___ Chemistry

___ Geology

___ Shop

Write the number of check marks in Section 4 here _____

5. Do you have a Class II or I Drivers License, which allows you to drive a dump truck or semi?

___ Yes ___ No

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe.

___ Yes ___ No

7. Would you ever like to have your own business?

___ Yes ___ No

8. On a *"handy around the house"* scale of 1 to 10 (1 being not at all handy and 10 being very handy) how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1 2 3 4 5 6 7 8 9 10

Not Handy Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick for Women Unlimited
280 State Street, Augusta, ME 04330
12/93

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-5 Eliminate Internal Sex-Role Stereotyping

II. INTRODUCTION:

Through past experiences, every person develops certain beliefs that she or he holds to be true about different groups of people. Beliefs concerning female and male roles limit career choices that a person sees as an option for her or himself.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Create a working definition of sex roles and sexism.
Understand the negative effects of stereotyping on both women and men.
Understand how stereotyping affects career choices.

IV. SUGGESTED IMPLEMENTATION STRATEGIES*:

Guidance/Instructors will help students to:

Discuss sex roles and sexism.
Brainstorm the stereotypes about women who enter the trades and men who enter nursing and clerical occupations.
Conduct various activities from *Changing Roles of Men and Women*, Chapter 2, University of Wisconsin.

V. EVALUATIONS:

Students will be able to:

Define sexism and sex roles.
Identify three negative effects of stereotyping.
List three ways that stereotyping affects career choices.
List two ways that they will change their stereotypical views.

VI. RESOURCES:

Videos: *Stale Roles and Tight Buns*, O.A.S.I.S
Still Killing Us Softly
Free to Be You and Me, Childrens Video Library, Stanford, CT, 1983
Being a Man: A Unit of Instructional Activities on Male Stereotyping
Changing Roles of Men and Women, University of Wisconsin
Future Builders Curriculum — Building Your Future, a Tenth Grade Seminar, p. 36 & video

VII. SPECIAL NOTES:

*Another good strategy is brainstorm the names men or women are called who work in non-traditional occupations. Then discuss the feelings about them and whether or not they are accurate. Therefore, are all women who work in NTO "ugly," "brutes," etc. or all men who work in NTO "wimps," "sissies," etc.? What is the underlying message that is being conveyed? What is really meant when we call someone a name? How many curse words have female and/or male connotations? What are the implications?

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-6 Encourage and Support Risk Taking

II. INTRODUCTION:

A person encounters risks whenever she or he engages in decision-making or is confronted with change. Decision-making takes skill, knowledge, and risk-taking. Risk-taking is an act of courage—it is the action part of decision-making—it is taking charge. To be a risk taker, one's motivation to succeed needs to be greater than the motivation to avoid failure.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define risk-taking.
Identify personal approaches to risk taking.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Relate some event where they took a risk.

V. EVALUATIONS:

Students will be able to:

Identify their risk-taking style.
Identify how risk-taking affects career choices.

VI. RESOURCES:

Jeffers, Susan, *Feel the Fear and Do it Anyway*, New York: Fawcett, Columbia, 1987
Sturner, William, *Risking Change*, Buffalo, New York: Bearly Limited, 1987

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92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-2 Eradicate Exploitation of Women in Media
B-3 Increase Positive Image of Women in Media

II. INTRODUCTION:

Sex-role stereotyping is pervasive in the media, which have a powerful effect on individuals' attitudes. By becoming aware of sex-role stereotyping in the media, a person also becomes aware of all the external influences in his or her attitudes. This new awareness can bring about new freedom to develop one's own values & attitudes.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify sex-role stereotyping in the media.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss Sex-Role Stereotyping Activities: (from "Challenging the Stereotypes").
Complete the worksheet, "Going to the Source."
Take the survey, "What's your E.Q.?" (Equity Quotient).
Monitor television for Sex-Role Stereotyping; monitor Advertisements.
Discuss Activities.

V. EVALUATIONS:

Students will be able to:

Identify three stereotypes from a current popular video, (i.e. *Beauty and the Beast*). Discuss the effect of these stereotypes on women and men and how society defines cultural values.

VI. RESOURCES:

"Challenging the Stereotypes: Activities for the Classroom"
Produced by Project WITT, Women in Trades and Technology, Dept of Vocational Education, Trenton State College

Videos: *Still Killing Us Softly*
Stale Roles and Tight Buns, O.A.S.I.S.

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-7 Use Gender-Positive Language

II. INTRODUCTION:

Gender-Neutral Language is not Gender-Positive Language. The person must say what he or she means—"his," "her," "men," "women," etc. If someone uses Gender-Neutral Language (their, them, you, etc), the listener or reader is left to form the image, which traditionally has been male.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Use Gender-Positive Language.
Discuss differences between Gender Positive and Gender-Neutral Language.
Discuss the importance of language.
Discuss images formed by language used.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

(The following activities were adopted from: *Changing Roles of Men and Women*, University of Wisconsin, Madison)

Guidance/Instructors will help students to:

Complete "Language: Make It Equitable" exercise.
Discuss "Language Fact Sheet" (see attached).
Discuss "Eliminating Sexist Language" (see attached).
Complete "Gender Communications Quiz" (see attached).
Discuss results of "Gender Communications Quiz."

V. EVALUATIONS:

Students will be able to:

Complete "Expanding Language" exercise utilizing Gender-Positive Language.
Identify the differences between Gender-Positive and Gender-Neutral Languages.
Learn the importance of utilizing Gender-Positive Language.

VI. RESOURCES:

"Expanding Options: Facilitator's Guide by Center for Studies of the Person," San Diego, CA (Language: Make It Equitable exercise)
Nash, Margaret, *Changing Roles of Men and Women*, Vocational Studies Center, University of Wisconsin-Madison ("Language Fact Sheet," "Eliminating Sexist Language," "Achieving Sex Equity Through Sex Fair Language," "Expanding Language Exercise," "Gender Communications Quiz").

VII. SPECIAL NOTES:

"Bias-Free Language:" A bibliography is attached.

BIAS-FREE LANGUAGE INSTRUCTOR RESOURCE

Adapted from: *Changing Roles of Men and Women: Educating for Equity in The Workplace*. Vocational Studies Center, School of Education, University of Wisconsin - Madison.

Language Fact Sheet

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat," and "Around the world, man is happy,"

— a majority of the children interpreted "man" to mean males and not females.

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

— male figures for six of the seven statements when the words "man," "mankind" and primitive man" were used.

— male figures for a majority of the statements when the words "people" and "human" were used.

— more females than previously for statements when the words "men and women" were used.

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

— "political man" and "urban man" were used, 64 percent of the students selected all male pictures.

— "political behavior" or "urban life" were used, only 50 percent of the students chose male pictures.

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as

- male 407 times.
- female 53 times.

When high school students were asked to rate their interest in job advertisements written in neutral and varied language

- females showed no interest in jobs labeled as "frameman" or "lineman," but showed interest in jobs labeled as "framewoman."
- males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."
- male pronouns such as "he" are used to describe science/industrial arts teachers.
- physical properties illustrated in science and industrial arts textbooks are associated with traditional male roles.

A study of 100 **secondary home economics textbooks** published from 1964-74 by 54 companies showed:

- nurturing males zero times and nurturing females 38 times.
- males in the home 52 times and females in the home 199 times.
- males interested in clothes 9 times and females interested in clothes 107 times.
- males interest in nutrition 17 times and females interested in nutrition 60 times.

A study of 10 most popular **children's TV programs** showed:

- good males 67 times and good females 43 times.
- aggressive males 25 times and aggressive females 14 times.
- passive males 25 times and passive females 37 times.
- magical males 4 times and magical females 16 times.

Observations of **TV and magazine advertising** shows:

- boys as active and girls as passive.
- men as coming home from work and females as staying home, taking care of children, washing dishes and doing laundry.
- men as good-looking, muscular and athletic and women as sex objects.

Eliminating Sexist Language

What is Sexist Language?

Sexism (discrimination by members of one sex against the other, especially by males against females) is built into English. In the 16th century, scholars created rules of grammar dictating that we use masculine pronouns (he, his, him, himself) whenever a singular referent is required and we don't know the sex of the person we're talking about. The word "man" in our language was used to denote both the human species as a whole and those of its members who are male. In fact, words and phrases containing the term "man" are so common as to effectively exclude half of society from consideration:

— one man, one vote
— the man of the street
— our man in the home office
— a man of the people
— workmen's compensation
— the leading man in the field
— the workingman
— congressman, chairman, policeman, fireman, newsman, clergyman, postman, milkman, businessman.

One can argue that the use of a masculine pronoun or the word "man" in many contexts is not meant to exclude women. However, the use of "man" and "he" in the generic sense is likely to be misinterpreted because these words are so often used to signify the so-called male qualities specifically. Eliminating the possibility of misinterpretation is certainly a better way of handling this communication problem.

Precision in what we write and edit begins with an awareness of the sex biases that exist in English as it is commonly used. Ideally, sexist words and implications will stand out immediately to the sensitive educator.

Guidelines for Eliminating Sexist Language

Don't use masculine pronouns (he, his him, himself) generically. Use such a word to refer to a specific man. Instead: Use the all-inclusive "he or she" or "her or him."

Biased: A public servant has a large responsibility to his constituents. He must keep himself fully informed.

Recast: A public servant has a large responsibility to constituents. He or she must keep fully informed.

When gender is not specific, use substitutions for words that begin or end with "man".

chairman	chairperson, chair, presiding officer, head
manpower	workforce, workers, employees, human power, human energy
workman	worker
businessman	business person, business executive, business manager
real estate man	realtor, real estate agent
insurance man	insurance agent
statesman	leader, public servant
mankind	humanity, human race, human beings, people
salesman	salesperson, sales worker, sales representative, sales clerk
congressman	member of Congress, representative
foreman	supervisor
craftsman	craftsperson
fireman	firefighter
mailman	mail carrier, letter carrier
cameraman	camera operator
man	humans, persons, people

Use words like "policeman" or "policewoman" when referring to a specific individual where gender is known.

Omit the use of the word "girl." Many women and men find this term offensive. Call females over the age of 18 "women," not "girls," "gals," or "ladies." (The definition of "girl" is a female child. One possibility for eliminating problems with this term is to use, for teenagers, the terms "young woman" and "young man" to suggest a continuum.

Use parallel terms for women and men. Use "men and women," "ladies and gentlemen," "girls and boys," "husband and wife" (not "man and wife"). Use "ladies" only when men are being referred to as "gentlemen." And don't call women "wives" and "mothers" unless you are calling men "husbands" and "fathers."

Guidelines for Eliminating Sexist Language (cont.)

Refer to women by name in the same way that you refer to men. Call both by their full names, by first or last name only, or by title. Preferred university style is to use a person's full name for the first reference and the person's last name in later references.

Don't refer to women in terms of their roles as wife, mother, sister, or daughter unless it is in these roles that they are significant in context. Be especially careful to avoid unnecessary references to or emphasis on a woman's marital status.

Do not use "coed" to describe woman. The terms stand for "coeducation," not for "female." Persons who attend schools are "students."

Avoid using "feminine" or "woman" as modifiers. Saying a person is a "woman lawyer" or a "woman tennis player" implies that she is an exception to the rule. The same applies to terms like "male nurse" and "career girl." The "feminine logic" illustrates the most negatively sexist use of the modifier tactic since it implies lack of logic. Similarly, avoid the use of sexist terms like "mannish," "womanish," and "effeminate" and the use of trivializing terms like "poetess," "usherette," and "libber."

Eliminate gratuitous physical description. If you wouldn't write "Slim, attractive John Smith told students today ..." don't write "Slim, attractive Jane Smith told students today ..." In feature writing, of course, physical descriptions are often essential, but be careful to avoid stereotypical descriptions. Rather, describe those characteristics of mannerisms that make your subject a unique individual.

Omit salutations in correspondence when in doubt. When you have no knowledge of who will receive a letter, use no salutation rather than "Dear Sir" or "Gentlemen." (Another possibility is to use "Dear People" or "Gentle person.")

GENDER COMMUNICATIONS QUIZ

How much do you know about how men and women communicate? If you think a statement is an accurate description of communication patterns, mark it true. If you think it's not, mark it false.

		T	F
1.	Men talk more than women.	____	____
2.	Men are more likely to interrupt women than to interrupt other men.	____	____
3.	There are approximately ten times as many sexual terms for males as for females in the English language.	____	____
4.	During conversations, women spend more time looking at their partner than men do.	____	____
5.	Nonverbal messages carry more weight than verbal messages.	____	____
6.	Female managers communicate with more emotional openness and drama than male managers.	____	____
7.	Men not only control the content of conversation, they also work harder in keeping conversations going.	____	____
8.	When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	____	____
9.	Women are more likely to touch others than men are.	____	____

GENDER COMMUNICATIONS QUIZ

		T	F
10.	In classroom communications, male students receive more reprimands and criticism than female students.	____	____
11.	Women are more likely than men to disclose information on intimate personal concerns.	____	____
12.	Female speakers are more animated in their style than are males.	____	____
13.	Women use less personal space than men.	____	____
14.	When a male speaks, he is listened to more carefully than a female speaker,even when she makes the identical presentation.	____	____
15.	In general, women speak in a more tentative style than do men.	____	____
16.	Women are more likely to answer questions that are not addressed to them.	____	____
17.	There is widespread sex segregation in schools, and it hinders effective classroom communication.	____	____
18.	Female managers are seen by both male and female subordinates as better communicators than male managers.	____	____
19.	In classroom communications, teachers are more likely to give verbal praise to female than to male students.	____	____
20.	In general, men smile more often than women.	____	____

Answers to Gender Communications Quotient Quiz

1.	True	11.	True
2.	True	12.	True
3.	False	13.	True
4.	True	14.	True
5.	True	15.	True
6.	False	16.	False
7.	False	17.	True
8.	False	18.	True
9.	False	19.	False
10.	True	20.	False

Scoring

18 to 20 Correct. Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to transform your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct. You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct. Like most people, you've picked up some information about how people communicate--but you're missing a lot, too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures, and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct. You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look, and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics and the gender gap.

Explanations of the Answers

1. **True.** Despite the stereotype, the research is consistent and clear. In classrooms, in offices, in group discussions, in two-person conversations, men talk more than their fair share of the time. For example, in one experiment male and female subjects were asked to verbally describe pictures and engravings. The women's average description was approximately three minutes. For a man, the average time was 13 minutes.

2. **True.** When women talk with other women, interruptions are evenly distributed. When men talk with other men, interruptions are evenly distributed. However, when men and women talk with one another, almost all interruptions are by male speakers. Sociologist Candace West and Donald Zimmerman analyzed conversations in university settings both on and off campus. They found that males interrupt females much more often than they interrupt other males and more often than females interrupt either males or females. These sociologists think that interrupting is a way of exercising power. They say, "Here we are dealing with a class of speakers, females, whose right to speak appears to be casually infringed upon by males."

3. **False.** According to one research study 22 sexual terms were identified as describing men while 220 sexual terms applied to women. Further, most of the terms that label women as sexual beings tend to denigrate or to trivialize them. Women often are compared to plants (clinging vine, shrinking violet), animals (chick, hog, cow, pig) and foods (honey, cookie, dish, sweetie).

4. **True.** Many studies--with subjects ranging from infants to the elderly-- have shown that women are more likely than men to gaze at their partner. One reason may be that men talk more and women listen more. Research shows a listener of either sex looks more at a speaker than the speaker looks at the listener. Another possible reason why women gaze more frequently at a partner may be their need for and expertise in decoding nonverbal cues. However, in a direct staring confrontation women will be more likely to avert their eyes, especially when stared at by men. Frequently, a woman will tilt her head back rather than look directly at a man. Researchers call this a "presenting" gesture that reflects friendliness and submission.

5. **True.** Nonverbal messages carry over four times the weight of verbal messages. Other research shows that in most two-person conversations nonverbal messages convey more than 65 percent of the meaning. Women seem to communicate more effectively on this nonverbal channel. They are better than men at decoding nonverbal cues. They are also more likely to reflect their feelings through facial expression.

6. **False.** Research conducted at a midwest hospital and in the clerical departments and production lines of manufacturing firms shows that both female and male managers score higher than the general population in communicating friendliness and approval to subordinates. Further, women managers are no more emotionally open or dramatic than their male counterparts. Both sexes appear to feel that managers should not demonstrate these characteristics. However, there were some communication differences. Male managers were more dominant in style and more likely to direct the content and flow of the conversation.

7. **False.** While men do exert power and authority in controlling the course of conversations, women exert more effort in maintaining communication. Sociologist Pamela Fishman placed tape recorders in homes of couples who described themselves as free of traditional sex role stereotypes. Fishman recorded over 50 hours of conversations that occurred naturally. Over 96 percent of the topics men introduced were developed in conversations.

   Only 36 percent of the topics women introduced were similarly developed. Women asked more questions and were more willing to develop a topic introduced by men. In contrast, men "killed" conversational topics that women introduced by giving a minimal response, such as "um," and failing to ask questions or make more extended comments about the topic. In studies of mock jury deliberations, it has been found that women are more likely to make understanding and supportive comments.

8. **False.** Terms such as "mankind," "man," and "he" are supposed to be generic and are presumed to include both men and women. Research shows that this isn't really the case. People are more literal in their thinking. Studies with elementary, secondary, and college students show that when the supposed generic term, "man," is used people envision males, even when the content implies both men and women. In another study, students illustrated supposedly generic references (e.g., urban man) with male pictures more than they did when the references were neutral (e.g., urban life). Other researchers found that when male generic nouns and pronouns were used to describe the job of psychologist, female students described the job as less attractive to them than when sex neutral terms were used. Women who were exposed to the feminine generic (she to include everybody) reported feelings of pride, importance and power. And yet another researcher reports that when an applicant for an executive position was described as a girl, subjects rated her as less "tough," "mature," "brilliant," and "dignified," and they gave her approximately $6000 less in salary than when the word "woman" was used.

9. **False.** In fact, just the opposite is true. Throughout their lives women are more likely to be touched than men. The touching of women by men--guiding them through the door, assisting them with coats, helping them into cars--happens so frequently that it goes virtually unnoticed. Nancy Henley studied couples in a variety of outdoor settings and found that men touch women far more than the reverse. While many would describe this touching as an indication of warmth and intimacy or even as a sexual overture, Henley believes that it is nonverbal display of power.

10. **True.** The research is very consistent on this issue. From preschool through high school, male students are more likely than female students to be reprimanded for misbehavior. Some studies say they are eight to ten times as likely to be scolded. Sometimes they get reprimanded more because they are misbehaving more. But, other studies show that when female and males are misbehaving equally, the males are still more likely to get scolded and receive harsher penalties.

11. **True.** There is some inconsistency in the research here, but most studies show that women are more likely to reveal personal information about themselves. This pattern may reflect differences in power or status between males and females. For example, in work situations subordinates tend to reveal more personal information about themselves to their superiors than their superiors reveal to them. The more power a person has, the more personal information he or she is likely to receive.

12. **True.** Female speakers display more animated behavior including amount and intensity of eye contact, gestures, facial expressions, and body movement. Further, they are more likely to use a wider range of pitch and more variable intonations than male speakers. However, men appear to be more dramatic in their verbal behavior. They are more likely to tell anecdotes and jokes.

13. **True.** Women's space is far more likely to be intruded on by others. Women are approached more closely than men by both women and men. When women and men approach each other on the street, women are more likely to walk around men or move out of their way. In homes, men are more likely to have their room, study or den--an inviolate area where nothing is to be touched. Women also use space in a more confining way. While men are more likely to sit with arms and legs apart, women cross legs or ankles and sit with hands in their laps, taking up far less space. This reduced control of space of territory is characteristic of those with less power and status.

14. **True.** Both female and male members of audiences pay more attention to male speakers than female speakers. Audience members recall more information from presentations given by males. This appears to occur whether the information is stereotyped as appropriate for males or stereotyped as associated with females. And it occurs even when male and female speakers make an identical presentation.

15. **True**. According to linguist Robin Lakeoff, "women's language" is characterized by certain patterns:

    - making statements that end in a questioning intonation or putting tag questions at the end of declarative sentences (This is a good movie, isn't it?)
    - excessively polite speech
    - use of "empty adjectives" (divine or lovely) and use of "so" with adjectives (so thoughtful)

    While not all studies support Lakeoff's notion of women's speech, several show that women do express themselves with more diffidence and less assertion than men. Many researchers claim that tentative speech patterns do not characterize the speech of women so much as they characterize the speech of those who lack power. For example, one group of researchers analyzed communication in a police station. They found that both male and female clients who came to the station were more likely to use "women's language" than were either male or female police personnel. There are consequences to using "women's language." Both men and women who speak in a tentative, non-assertive style are less likely to be believed by a jury. In fact, only recently has the British Broadcasting Corporation (BBC) allowed women to read the news over the air because they were perceived to lack credibility or authority.

16. **False.** Men manage to capture more than their fair share of talk time. Sometimes women actually help men gain this advantage because they are more likely to ask questions while men are more likely to give answers. However, men often take this advantage for themselves by interrupting women and by answering questions that are not addressed to them.

17. **True.** When people hear the word "segregation," they usually think about racial discrimination. Sex segregation may happen in more subtle ways, but it is widespread.

Teachers, or students themselves, frequently form separate boy and girl lines, seating arrangements, work groups, play areas, and even science lab work teams. Even college classrooms display sex segregation in student seating arrangements. Children cross racial lines more often than sex lines in classroom communication. Some researchers have found that students are often unwilling to work together on science projects. However, teachers can encourage boys and girls to play and work together simply by praising children engaged in cross sex interaction. An important implication of the research is that when girls and boys work and play together, they are less likely to hold stereotyped attitudes.

18. **True.** Despite the stereotypes, when employees work for a female supervisor, they vote their approval. Female managers are seen as giving more attention to subordinates, as more open to new ideas, and as more supportive of worker effort than male managers. Both female and male subordinates report that morale and job satisfaction are higher when supervised by women. Others report that women are more dependable, show greater concern and pay better attention to detail. Research on female managers in the business world is related to research in elementary schools. Studies on elementary schools with female principals show that these schools are warmer, more democratic, are characterized by higher student achievement and higher pupil and parental satisfaction.

19. **False.** Although girls get better grades than boys, they receive less verbal praise from teachers. When girls do get praise from teachers, it is likely to be for neatness and appearance. ("That's an attractive paper." "You have very neat handwriting.") In contrast, when boys get praise, it is more likely to be for the intellectual quality of their ideas. Not only do teachers praise boys more, but the also criticize them more, ask them more questions, and give them more attention in general.

20. **False.** Women are far more likely to smile than men. They do this in many different social situations even though they are not necessarily happy or amused. In one field study researchers smiled at approximately 150 males and 150 females in public. In general, women returned the smiles more often than men. Women returned the smiles to men 93 percent of the time and to other women 86 percent of the time. Males smiles back at women 67 percent of the time, and they returned smiles to men 58 percent of the time. The researchers concluded that women give more than they get in this smiling exchange. "Women are exploited by men — they give 93 percent of the time but receive in return only 67 percent." Some writers claim that this pattern of frequent smiling is really a gesture of submission. Feminist Shulamith Firestone has called the smile a "badge of appeasement...the child/woman equivalent of the shuffle."

Activity

EXPANDING LANGUAGE

Directions: Rewrite the following items to be examples of bias-free communication.

1. Chairman
2. Congresswoman
3. Fireman
4. Everyone should turn in his report.
5. Every nurse should turn in her report.
6. Man and his world.
7. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pump.
8. The pioneers headed west, taking their wives and children to unknown territory.
9. Poetess
10. Man-sized job
11. Old maidish
12. Sissy
13. I'll have my girl xerox this for you.
14. Dear Sir:
15. John Jones and Miss Harriet Hopkins organized the fund drive.
16. Mrs. Ricardo Rodriquez
17. Henpecked
18. Your better half
19. The lady plumber did a surprisingly good job.
20. The students roared when the football team came running out on the court during awards night with their jerseys stuffed with forty inch bosoms. (Actual quotation from a textbook!)

1. *Chairman, chairwomen, chairperson,* may all be acceptable.

   "-person" should be used if the gender is unknown. "We will elect a chairperson." Some people prefer it to be the universal term, others prefer to use chairman or chairwoman when the gender is known. Both allow for expanded images if the usage is consistent. Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." It is perfectly respectable to be female: "Madam Chairwoman." Some prefer to avoid the entire issue "Madam/Mister Chair."

2. *Congresswoman, Congressperson,* or *Representative*. See above.

3. *Firefighter*. This word illustrates the importance of playing with words until you find something you are willing to say, rather than simply substituting "person" for man. No one could bear "fireperson"! Also, the expanded word is often stronger and clearer - "fighter" is more graphic and more specific than "man".

   Other examples which could easily become a language exercise for students: *police officer,* mail*carrier*, business *executive*, sales *clerk,* or *agent*. In all cases if there is some reason to specify gender, it may be acceptable. "The YWCA will honor the businesswomen of the community."

4. *Her or his* report. *Her or his* report. *The* report or *a* report. *Their* report. Or recast the sentence. *"All students should turn in their reports." All reports are due..."*

   Our predictions for the future: "They" in the singular will become accepted, as the editorial "we," is already used to be impersonal. (The use of "you" in the singular is so common that "thee" has become archaic.)

5. *Her or his report*, with above solutions also acceptable. It is possible by heavy use of the plural and by avoiding pronouns to write entirely neutrally. Neutral writing does not discriminate but it does nothing to make an affirmative statement. In any situation where one gender might be assumed to dominate, specifying both at least once is more expansive. "Every nurse should turn in her or his report."

6. *Humanity...their, People...their*. This usage gives a distorted view of history and what society is and was really like.

7. Have fun with this one! Principles to look out for: the partners should have *equal power* and *comparable physical descriptions,* and Ms. McAllister will have to do something else to those pumps!

8. *Pioneer families* or *pioneer men and women*. This usage lumps the women and children in with the baggage.

9. *Poet*. -ess, -ette, -enne endings imply that the woman is smaller or a special case. Other examples; usherette, stewardess, Jewess, aviatrix, comedienne. Two usages, actress and waitress, are generally accepted as being fairly comparable to actor and waiter.

10. *Big* job, *important* job. If the remark is being made to a girl, *"woman-sized job,"* to expand her recognition that women are competent adults. If the remark is being made to a boy, praising his adult efforts, it may be OK as is.

11. *Fussy? prim? cautious?* What is really meant by old maidish? You may discover that the people in your group have many different meanings, showing that the phrase not only demeans unmarried women, it is also unclear. Married women and men of all descriptions are also capable of being fussy, prim or cautious.

12. *Cowardly? Effeminate? Afraid of getting dirty?* The comments in #11 apply here too. The history of this word is interesting. In times past, it was more customary than now to call people by relationships: "Cousin Mason." "Sissy" was baby talk for "Sister." The short term for "Brother" was "Buddy." Look at what happened to those originally parallel terms - they are now the greatest insult and the greatest compliment.

13. *Secretary, assistant* or whatever she is. We have all heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls?" Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better if she were 17 and pattable than 47 and competent. "Girl" should be used only on those occasions when "boy" would be used for men. "A night out with the...."

14. *Dear Sir or Madam* is the old-fashioned correct term. It is now common to address a title of function: *Dear Editor, Teacher, Colleague,* or *Friend*. Sometimes Dear *Gentle people* has graced letters that come to our office!

15. *John Jones and Harriet Hopkins,* or *Mr. John Jones and Miss Harriet Hopkins,* or *John and Harriet*. Courtesy titles should have parallel usage. It is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."

16. *Ms. Maria Rodriquez, Mrs. Maria Rodriquez,* or *correct as it stands*, depending on her preference. Incorrect is Ms. Ricardo Rodriquez unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriquez is that the woman loses her identity. There is also the practical problem that Mrs. Ricardo Rodriquez may be a different person next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.

17. *Pushed around? Dominated?* The word has an additional untranslatable implication that it is much worse to be dominated by a woman than by man. *An additional exercise:* make a list of all the words that insult men and that insult women. (You will have to be uninhibited; many are unprintable.) Henpecked, bastard, sissy, s.o.b... Broad, chick, dog... Which list is longer? Which the more unprintable? How many of the male insults actually referred to their relationship with a woman or to a woman in their life? How many female insults were sexual or compared them to animals or things? In fact, the language tortures a woman's sexuality so badly that it is difficult to describe her sexual nature without prejudicing her person.

18. *Your wife.* This word illustrates the paradox that women, through treated as inferior to men, are supposed to be superior at the same time, a situation guaranteed to produce resentment on both sides. It is part of the whole problem of the pedestal. ("Who wants to spend her life on a fancy shelf?")

19. *The plumber did a good job* If for some reason it is essential to specify her gender, call her a woman. We wouldn't say "Gentlemen nurse." Inappropriate use for the word "lady" is another manifestation of the pedestal problem.

20. There are only two ways to handle this one: omit it entirely, or provide a parallel sentence, such as one about a girls' team running out with their shorts stuffed with 14 inch penises. Most people will find the second suggestion obscene in print, but your small groups may get some giggles as they grapple with this sentence. The point is that *women's bodies are public property, freely discussed.* Also, we find humor in disguising high status people (men) as low status people (women). The reverse is shocking rather than humorous, because *men's bodies are private, not to be laughed at,* and because women parodying men would be seen by some to be *raising* their status. Most of us would probably agree that neither sentence belongs in a text book.

Your group may well come up with other words or phrases they've had trouble with. If so, let the group brainstorm on finding graceful and acceptable solutions.

BIAS-FREE LANGUAGE: A BIBLIOGRAPHY

Communications Gender Gap, by Myra Sadker, David Sadker and Joyce Kaser. Mid-Atlantic Center for Sex Equity. Reviews research on gender differences in communications; provides strategies for assessing differences in adult communications and in classroom interaction. Includes quiz: What's Your Gender Communications Quotient?

"Count Me In," by Joyce S. Kaser, Mid-Atlantic Center for Sex Equity, The NETWORK, Inc. 1985. Booklet with background activities; checklists on non-sexist behavior in mixed gender work groups. Written specifically for colleagues who work together in educational institutions.

"Gender Influences in Classroom Interaction," by Louise Cherry Wilkinson and Cora B. Marrett. Academic Press, Inc. 1985. Articles about gender and teacher-student interactions as well as peer interaction. General and specific topics such as gender-related differences in mathematics and science classrooms.

"Guide to Nonsexist Language and Visuals," by Rhonda Lee. University of Wisconsin Extension, Department of Agricultural Journalism. 1985. Handy booklet with easy-to-read format, and graphics that can be reproduced.

"Handbook of Nonsexist Writing for Writers, Editors, and Speakers," by Casey Miller and Kate Swift. Harper & Row, Publishers, Inc. 1981. Handy guide; many illustrative examples.

Mother Tongue, Father Time: A Decade of Linguistic Revolt, by Allette Olin Hill. Indiana University Press, Bloomington, Indiana. 1986. Sums up an exciting and unprecedented decade of debate concerning: How do women speak? Does a women's language exist? Highlights issues relating to "women's language" (how women speak) and "sexist language" (how women are spoken about).

"New Plus: Creating a Positive, Sex-Fair Learning Environment, by Susan Jones Sears. Center for Sex Equity in Vocational Education. 1984. Slick, multi-color teacher's guide to creating equity in the learning environment.

Nonsexist Choices: A Guide to Equality in Language. Turningpoint Software, 1987. Computer disk. Apple IIc disk. IBM PC Compatible disk. Interactive program addresses the issues of sex-biased language in a light hearted and gentle way...but with powerful examples. Software deals with generic man references, equality in job titles, pronoun problems, and salutations.

"Observer's Manual for Intersect," by M. Sadker, J. Bauchner, D. Sadker, L. Hergert. The NETWORK. Research for evaluating classroom interaction. Provides a coding system for observing bias and sex equity.

“Sexism in the Classroom: From Grade School to Graduate School,” by Myra Sadker and David Sadker. Women in Education. 1986. Article. Classrooms at all levels are characterized by a general environment of inequity, say the Sadkers, and bias in classroom interaction inhibits student achievement. The tools to solve these problems have been forged.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-9 Provide Parenting Education

II. INTRODUCTION:

Alvin Toffler states: "Parenthood is the greatest single preserve of the amateur." Another frequent reference to the need for parenting skills is that citizens need a license for everything but to be parents! With the rapid changes in our society over the past 30 years, the need for parenting skills has become imperative. Parenthood involves many responsibilities, but the major one is helping a child become a mature adult.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Interpret the meaning of parenthood.
Describe responsibilities and rewards of becoming a parent .
Relate parenting readiness and mate selection to parenting success and difficulty.
Identify emotional and developmental needs of children of all ages.
Identify alternative ways of initiating and responding to communications with children.
Recognize stress in parent/child relationships.
Identify coping skills.
Identify personal and community resources.
Distinguish among discipline, punishment, and abuse.
Identify various approaches to guiding children's behavior.
Identify criteria necessary for quality child care.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Talk with parents (own and others) and list the rewards and drawbacks of parenthood.
Observe infants and children at different age levels and record the children's physical ability at various developmental stages.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Make a list of alternatives to hitting a child. Discuss alternative ways adults can respond to angry outbursts.

Identify ways to provide a healthy environment for children.

Practice ways to encourage children to be responsible for family tasks.

Discuss and record the criteria for quality child care. Explore parents' rights in child care situations.

V. EVALUATIONS:

Students will be able to:

Discuss the rewards of being good parents and the effects on the child/children.

Discuss the disadvantages of parenting and ways of dealing effectively with them.

List the development stages of infants and children.

Discuss what is a healthy environment for children and list ways to provide it.

Describe at least three gross and fine motor skills that infants and children are capable of at each developmental stage.

VI. RESOURCES:

Adolescent Parent Resource Guide, Ohio Department of Education, 1989

Indiana Consumer and Homemaking Education Curriculum Guide: *Human Development,* Part 1, Indiana Commission on Vocational and Technical Education, 1988

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-10 Involve Parent(s)/Guardian(s) in Career Exploration and Decision Making

II. INTRODUCTION:

With the changing economy and changing roles of females and males, parent(s)/guardians need to be made aware of the options available in the work-force so that they may be proactive in their children's career exploration and decision-making.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Get parent(s)/guardians involved in understanding the nontraditional and vocational/technical career options available.
Get parent(s)/guardians involved in career decision-making.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Hold a parents' night to discuss the changing economy.
Have students interview their parents about their family work history.
Have students research their family histories to see if anyone worked in nontraditional jobs (World War II, farm equipment, etc.).
Parent(s)/guardians participate in at least one of the above activities.

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

"Wisconsin Model for Sex Equity," Wisconsin Department of Public Instruction
"Women in Nontraditional Careers," U.S. Dept. of Labor.
"PREP," MOICC, 1990
"Building Blocks for the Future," MOICC, 1990

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-1 Teach History of Women in the Trades

II. INTRODUCTION:

Women have been working in the trades and in technology from the beginning of time, but their contributions have not been documented in history books. For example, many of the first plumbers in Rome were women; a woman was the first printer of the Declaration of Independence; a woman invented the circular saw, which revolutionized the technology of building construction. To counteract the common belief that trades and technologies is "men's" work, this unit will demonstrate that these fields are also "women's" work.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Knowledge about women's historical participation in trades and technologies.
Understanding the factors contributing to the exclusion of women from these fields.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Identify in the film, *Rosie the Riveter*, what government and industry did to attract women to the trades, and what they did to move women out.
Identify the effect the end of World War II had on women who worked in nontraditional jobs, on women in general, and on American culture in general.
Identify the degree of racial/ethnic integration on the job during World War II and how that may have changed after the war.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Have a discussion on the following topic:

Given the large participation of women in the workforce during World War II, identify the effect that had on the worksite and the interaction of co-workers as compared to current worksites where only one or two women are employed. Interview family members regarding work history.

V. EVALUATIONS:

Students will be able to:

Identify three jobs that have been traditional for one sex and have now become traditional for the other. Prepare a presentation or paper on why this change has occurred.
Discuss the effect the industrial age had on the jobs that women and men do. Cite three examples for class presentations and discuss why they believe that each happened and its effect on the American culture.
Identify three jobs in American culture which are sex segregated or nontraditional, for women or men, and identify another culture where the same job is nontraditional for the other sex. Present findings to the class, identifying the cultural assumptions of women's and men's abilities to do a job and how those assumptions are different in American culture.

VI. RESOURCES:

Film: *The Life and Times of Rosie the Riveter*
Coalition of Labor Union Women (national office) has material
"Trade and Technology Contributions by Women," currently under development through the Vocational Curriculum Resource Center of Maine

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-2 Conduct Legal Rights Education

II. INTRODUCTION:

Each worker needs to be familiar with his or her rights involving a variety of work-related issues in order to be an informed employee and a more effective self-advocate on the job.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Demonstrate familiarity with basic worker laws concerning:

National Labor Relations Act
Public Sector Collective Bargaining Laws
Occupational Safety and Health
Work-Related Injuries and Diseases
Unemployment Compensation
Employment Discrimination
Family Leave Act
Americans with Disabilities Act
Other State and Federal Labor Laws.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss labor laws and their implications to work, workers and employers.
Apply knowledge of labor laws to a variety of work-related scenarios.

Vocational Curriculum Resource Center of Maine
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(207)453-5170 fax (207)453-5197

V. EVALUATIONS:

Students will be able to:

Demonstrate knowledge of labor laws by completing a multiple choice exam with a minimum of 80 percent accuracy.

VI. RESOURCES:

Teachers' Guide for use with "A Worker's Guide To Labor Law," Bureau of Labor Education, University of Maine
U.S. Dept of Labor Women's Bureau publications on legal rights of working women
Wider Opportunities for Women, 1325 G Street, NW, Washington, DC 20005

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-3 Conduct Safety Education

II. INTRODUCTION:

The purpose of this unit is for a student to become familiar with common work hazards and to know how to deal with them safely.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify common safety hazards on a job site.
Utilize Material Safety Data Sheets understand Right-to-Know Legislation.
Identify strategies for dealing with unsafe working situations.
Apply principles of ergonomics.
Develop a safety ethic in working with a crew.
Demonstrate safety techniques in a variety of situations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Conduct safety scenarios.
Discuss strategies for dealing with unsafe working situations.

V. EVALUATIONS:

Students will be able to:

Demonstrate safe use of materials and tools of the trade.
Demonstrate appropriate procedures for dealing effectively with unsafe working situations.

VI. RESOURCES:

Step-Up for Women, Northern New England Tradeswomen Association.
State of Maine OSHA DACUM, Maine Department of Education, Bureau of Adult and Secondary Vocational Education.

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-4 Conduct Interlocking Oppression Education (Diversity Training)

II. INTRODUCTION:

Oppression is a series of social systems set up to control the bottom 90% of the population by limiting an individual's options, thereby controlling her or his life. These social systems consist of written and unwritten rules about who can do what, thereby limiting choices a person can make in her or his life.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define Interlocking Oppression.
Understand how systems of oppression are interrelated (see attached).
Describe how interlocking oppression affect a person and her or his decision to enter the trades.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss the levels of interlocking oppression in the film, *Salt of the Earth*, and how this oppression affected the decisions and choices of the film's characters.

V. EVALUATIONS:

Students will be able to:

Define oppression.
Write an essay on a form of oppression(s) that they personally experience and the effects of that oppression on them.

VI. RESOURCES:

Step-Up for Women, Northern New England Tradeswomen Association
Salt of the Earth video, MPI Home Index, Oak Forest, IL 1987

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-5 Increase Strength and Cardiovascular Conditioning

II. INTRODUCTION:

Upper body strength, cardiovascular conditioning, flexibility, and endurance are necessary physical fitness requirements for success and safety in trade and technical careers.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Increase physical strength.
Develop upper body strength.
Increase cardiovascular endurance.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Evaluate individual fitness at beginning of program.
Develop individual physical fitness program (goals).
Evaluate individual fitness at end of program.
Determine maintenance and/or further development needs (goals).

V. EVALUATIONS:

Students will be able to:

Use time effectively.
Participate actively.
Exert effort.
Set goals.
Make progress toward meeting goals.
Be evaluated on work effort.

VI. RESOURCES:

Step-Up for Women, Northern New England Tradeswomen
Local Physical Education Programs
Ropes Training
Outward Bound Programs

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-6 Conduct Sexual Harassment Prevention Training

II. INTRODUCTION:

Everyone has the right to go to school and work in a productive and harassment-free environment. Harassment exists, and if it happens, the results are negative. A student needs to know that harassment is illegal. She or he also needs to understand personal rights, the dynamics that lead to harassment, and the methods that deal effectively with those situations.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Learn the components of sexual harassment.
Learn techniques which deal effectively with sexual harassment.
Know their rights and responsibilities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Utilize "Sending the Right Signals," a training program dealing with sexual harassment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Activities include the following units:

1. Introduction
2. Myths and Realities Related to Sexual Harassment
3. Video Presentation
4. How Do You Decide If You Are Being Harassed?
5. What Do You Do If You Are Being Sexually Harassed?
6. Preventive Measures
7. Rapport Building
8. Matching Predicates (suggest omitting this unit)
9. Fogging
10. Anchoring
11. What Would You Do?

V. EVALUATIONS:

Students will be able to:

Define sexual harassment.
Describe one method of dealing with sexual harassment and outline steps for taking action.

VI. RESOURCES:

Crossing the Line ** includes Parent Handbook
Sending the Right Signals *
Includes:
- Trainer Handbook
- Student Handbook
- Video

*Building Blocks for the Future*** (Grade 10 pgs. 7-9), State of Maine Dept of Ed, MOICC

VII. SPECIAL NOTES:

* May be borrowed in state from the Vocational Curriculum Resource Center of Maine 453-5170 or purchased at a reasonable price through The Center for Occupational Education, Jersey City State College, 2039 Kennedy Boulevard, Jersey City, NJ 07305 (201) 547-2188, (800) 272-7837.

** May be borrowed in state from the Vocational Curriculum Resource Center of Maine 453-5170.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-7 Provide Leadership Opportunities for Women

II. INTRODUCTION:

Since a woman usually does not have enough opportunities to practice leadership styles in mix-gender groups, situations to provide such leadership opportunities must be integrated into the classroom and student club activities.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help female students to:

Run a meeting, supervise a work group, organize a project, etc.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

1. Conduct Ropes Training.

2. Occasionally, when numbers permit, assign sex-specific work groups for projects. This type of grouping allows the individuals in each group to develop a leadership style.

3. a. Have students conduct a self-assessment to identify their leadership style (whether they take a leadership role or not).

   b. Discuss the results of this self-assessment. How many girls identify themselves as leaders? How many boys identify themselves as leaders? Do the same activity for followers.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

c. In a group situation (co-ed), have students take a role different from that identified in their self-assessment. Have students discuss what this experience was like.

4. Have students observe a meeting and identify the number of times women speak and men speak. Have them take note of what sex the group facilitator is and how she or he responds to women and men.

V. EVALUATIONS:

Students will be able to:

Identify and discuss a time when they took on or rejected a leadership role. Discuss why they decided to take it or not.

VI. RESOURCES:

Coalition of Labor Union Women (Women's Institute of Leadership Development)
National Guard Leadership Training Program

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-8 Conduct Labor (Union) Education

II. INTRODUCTION:

While many workers in the U.S. belong to labor unions, the general population is unfamiliar with the role of labor unions and their history. This unit will address the role and history of labor unions in the United States and discuss the advantages and disadvantages of union and nonunion work.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Discuss the function of labor unions in today's workplace.
Discuss the historical development of labor unions.
Discuss the pros and cons of union and non-union work.
Explore local unions and apprenticeship opportunities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss the reasons workers organized and how the Union changed their work situations, using videos like *Norma Rae*, *Salt of the Earth*, etc. as springboards.
Invite a two workers, one Union and one nonunion, to discuss the Pros and Cons of belonging to unions.
Reflect on their opinions about Unions and have them discuss their points of view.
Pick a trade or career and explore whether it is a union shop or not. If it is a union shop, discuss whether joining the union is an option (open or closed shop). Also discuss advantages or disadvantages.

V. EVALUATIONS:

Students will be able to:

View the classroom as a worksite; prepare and give a presentation on why the class should or should not organize as a Union.

VI. RESOURCES:

Association for Union Democracy (AUD)
Labor Laws and Labor Unions, Vocational Instructional Materials Laboratory
Ohio State University, 1989
Videos: *Norma Rae*
Salt of the Earth
AFL-CIO
Labor Education, UMO

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY: C** PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-9 Teach Communication Skills

II. INTRODUCTION:

Communicating with other people is fundamental to surviving in the world. Communication skills include: assertiveness; feedback and listening; and verbal and nonverbal communication.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify assertive, passive, and aggressive behaviors.
Identify situations in which assertive, passive or aggressive behavior is appropriate.
Demonstrate assertive statements.
Make assertive "I" statements.
Identify personal rights as people, women, and workers.
Identify effective ways of giving and receiving feedback.
Demonstrate giving both positive and negative feedback in an assertive manner.
Identify and practice active listening skills.
Identify verbal and nonverbal communication components.
Identify the cultural differences in nonverbal behavior.

IV. SUGGESTED IMPLEMENTATION STRATEGIES: (This curriculum needs to be at least 14 hours)

Guidance/Instructors will help students to:

Use *Step-Up for Women*, Northern New England Tradeswomen, Chapters 9 & 12.

V. EVALUATIONS:

Students will be able to:

Identify their most comfortable communication style.
Define assertive, passive, and aggressive behaviors.
Identify in their own lives where aggressive, passive, and assertive behaviors have been appropriate.
Demonstrate assertive statements.
Demonstrate appropriate use of "I" statements.
Define positive and negative feedback.
Demonstrate giving positive and negative feedback.
Identify nonverbal communication styles and how they differ from culture to culture.

VI. RESOURCES:

Step-Up for Women, Northern New England Tradeswomen Association
Responsible Assertive Behavior, Arthur Lange and Patricia Jakubowski
"The Assertive Workbook," Call Marg Tucket at 801-486-3116 to order. $25 plus Shipping & Handling or borrow from the Vocational Curriculum Resource Center of Maine 453-5170
Video: *What Could I Say, An Assertion Training Stimulus Program*, Research Press

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-10 Teach Conflict Resolution Skills

II. INTRODUCTION:

Conflict arises in everyday life. Learning to resolve conflict is necessary to maintain personal and professional well being.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Define conflict.
Determine who owns the problem.
Identify conflict resolution style.
Develop negotiation skills for conflict resolution.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Complete worksheet for negotiation skills.

V. EVALUATIONS:

Students will be able to:

Identify their personal conflict resolution style.
Apply newly developed skills to one situation in their lives.

VI. *RESOURCES:*

"Negotiation Skills for Conflict Resolution," Assertive Workbook,* Phoenix Institute
"The Negotiation Process," Assertive Workbook, Phoenix Institute

VII. SPECIAL NOTES:

* Available on loan through the Vocational Curriculum Resource Center of Maine, 453-5170.

Negotiation, involves bargaining a solution acceptable to both parties. Often a behavior change involves all the steps outlined next. Unless all of these steps are taken, explicitly or implicitly, the negotiation is likely to be unsatisfactory.

THE NEGOTIATION PROCESS

PREPARATION:

Work with the other person on getting permission and making arrangements. Never negotiate at the time or the scene of the conflict. Set up a neutral time and place.
Think or write about what's going on, prior to the meeting. This kind of pre-scripting often helps clarify issues. Role-playing with a neutral person can help.

THE NEGOTIATION:

1. Present the problem, dealing with ONE ISSUE AT A TIME. Don't rationalize or justify.
2. Clearly state how you feel about it.
3. Cite an example.
4. Ask how the other party feels.
5. Listen.
6. Empathize.
7. Present your alternative solutions, and ask for theirs.
8. Come to mutual agreement on a choice.
9. Set a specific time to get back together and evaluate.

EVALUATION:

1. Set up a neutral time and place to review the results.
2. Think or write about how the negotiated solution has worked; role-play in advance if necessary.
3. Renegotiate when necessary, with provisions made for further renegotiation as needed.

Taken from The Assertive Workbook: a Guide to Assertive Behavior, page 202 published by the Phoenix Institute.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-11 Teach Financial Planning

II. INTRODUCTION:

To gain financial independence and security, a person must learn to manage money wisely.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand a budget.
Understand the relationship between a chosen career and the amount of money available to spend.
Acquire understanding of financial institutions and the services they provide.
Understand importance of planning for the future.
Recognize one's value system affects one's spending patterns.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Prepare a budget, "Money Game."
Listen to a speaker from a bank.
Listen to a speaker from consumer credit counseling.
Listen to a financial planner.

V. EVALUATIONS:

Students will be able to:

Prepare a balanced budget.
List resources and services available in a financial institution.
Budget their money, based on their career choice, using a specific case problem.
Possess an understanding of the disparity in pay between traditional female and traditional male jobs.

VI. RESOURCES:

Indiana Consumer and Homemaking Education Curriculum Guide: *Human Development*, Part I, Unit 16, *Money and the Family*
Adult and Family Living, Teacher Edition, Section C, Oklahoma Dept. of Voc. Tech. "Money Game."
Both resources available on loan through the Vocational Curriculum Center of Maine, 453-5170.

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

1. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-12 Teach How to Identify Resources/Networks

II. INTRODUCTION:

In order to be successful in finding and keeping a job, a student must learn to identify available resources and networks. These resources and/or networks will have programs to assist in job search and retention techniques and/or training programs to enhance a person's skill in nontraditional occupations.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify types of existing resources.
Identify types of existing support networks.
Identify types of needed personal support.
Identify services/activities provided by resources/networks.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Identify personal support needed by these resources/networks.
Develop a list of local, regional, and national service clubs and organizations that address their specific needs.
Become actively involved in the services provided by at least one of these organizations.

V. EVALUATIONS:

Students will be able to:

Identify four organizations pertinent to their needs.
Become actively involved in at least one of these organizations.

VI. RESOURCES:

Women's Trade Organizations
Maine Tradeswomen's Network, c/o Women Unlimited, CMTC
Northern New England Tradeswomen's Network, St. Johnsbury, VT
Society for Women Engineers
National Association of Women in Construction
Coalition of Labor Union Women
Trades and Contractors Associations
Labor Organizations
Department of Labor, Apprenticeship Division
U.S. DOL Women's Bureau
State Department of Education.
Job Service

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-13 Teach How to Balance Work and Family

II. INTRODUCTION:

Balancing the responsibilities of family and career requires much effort in this age of single parent households and two-parent households where both parents work.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Recognize how time management strategies can help reduce work and family conflicts.
Comprehend financial management skills.
Recognize the importance of balancing work and family.
Understand limitations of U.S. laws regarding family leave.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Brainstorm a list of responsibilities within their families.
Each student will then make a chart identifying household tasks the family member responsible for each task on a daily, weekly, and monthly basis.

Using the list, the student will identify the fair-market value of each task in order to better understand the "costs" associated with maintaining a household.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Prepare a family budget (financial plan). (Identify if there is money to buy services to save time. All these ideas need to be explored: child care, elder care, cleaning services, maintenance, etc.)

Discuss decision making needed to address the needs and wants identified above.

V. EVALUATIONS:

Students will be able to:

Develop a financial plan for a family of four. The family consists of a working single parent earning $16,000 per year who has responsibility for a five-year-old girl, a seven-year-old boy, and an elder parent who is disabled and receiving social security and supplemental security income (SSI). The elder parent is confined to a wheelchair because he is paralyzed from the waist down and is in need of dialysis treatment twice a week at a hospital 20 miles from home. Students will be prepared to discuss the decision-making process used to develop their financial plan. The single parent's job is ten miles away in a neighboring community and requires her or his presence from 7:30 a.m. until 4:30 p.m.

For the family situation identified above, students will develop a list of responsibilities for each family member for daily, weekly, monthly and seasonal chores.

VI. RESOURCES:

U.S. Department of Labor Women's Bureau
Maine Work and Family Coordinator, PO Box 1055, Portland, ME 04104
"Work and Family Life," a publication of Bank Street College, 610 W. 112th St, New York, NY 10025

VII. SPECIAL NOTES:

Provide students with information on family leave policies in other countries.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-14 Identify and Manage the Imposter Syndrome

II. INTRODUCTION:

Refer to A-2

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-16 Participate in NTO Support Groups

II. INTRODUCTION:

Peer support seemingly makes the impossible—possible. Therefore, the importance of having peer support and the opportunity to network with others in similar situations need to be explored and discussed.

III. PERFORMANCE OBJECTIVE:

Guidance/Instructors will help students to:

Establish NTO peer support groups (NTO support groups) within school or student organizations.
Obtain opportunities to participate in support groups during school hours.
Identify community groups that provide peer support.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Explore and list five community groups.
Invite guest speakers on NTO issues.
Discuss the value of peer support and use personal examples.
Present two presentations to other students either in their school or younger grades on NTO occupations or a related topic.
Identify other students in similar classes and/or work situations.
Attend a NTO support group and/or conference.
Report on their experience at these conferences or groups.

V. EVALUATIONS:

Students will be able to:

Identify and participate in at least one NTO association meeting.
Write a summary on their participation and identify how they benefited from their experience.

VI. RESOURCES:

Women's Trade Organizations
Maine Tradeswomen Network, C/O Women Unlimited, 280 State Street, Augusta, ME 04330
Northern New England Tradeswomen Network, One Prospect Avenue, St. Johnsbury, VT 03561
Society of Women Engineers
National Association of Women in Construction (local affiliation)
Coalition of Labor Union Women
Women Construction Owners and Executives
Trade and Contractors Associations
Labor Organizations
Department of Labor, Apprenticeship Division
U.S. DOL Women's Bureau
State Department of Education
Job Service

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-2 Utilize Gender-Specific NTO Support Groups/Networks

Prerequisite: C-16

II. INTRODUCTION:

Since pursuing a nontraditional occupation continues to be a social issue, gender-specific support networks are vital for a student pursuing a particular nontraditional occupation. These networks provide support, discuss concerns, meet with role models, and meet other nontraditional occupation people in a comfortable, safe, and supportive environment.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Establish support groups for male and female NTO students.
Locate faculty and community sponsors.
Bring in NTO role models to speak to students currently in training.
Encourage former NTO students to continue participation.
Plan to schedule some evening meetings to accommodate all who might like to participate.
Plan to meet on a regular basis.
Discuss role of professional NTO organizations.
Participate in NTO activities at the local/community level, the state level, and the national level.*
Identify professional NTO organizations.
Promote NTO organization participation (i.e. design/distribute brochure describing NTO organizations and their purposes).**

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Refer to Task C-16

V. EVALUATIONS:

Students will be able to:

Form a NTO support group and meet on regular basis.
Become aware of regional and national NTO organizations, networks, and support groups.

VI. RESOURCES:

Women's Trade Organizations, i.e.
ME Tradeswomen's Network, C/O Women Unlimited, 280 State Street
Augusta, ME 04330
Northern New England Tradeswomen Network, One Prospect Avenue
St. Johnsbury, VT 03561
Society for Women Engineers
National Association of Women in Construction
Coalition of Labor Union Women
Women Construction Owners and Executives

VII. SPECIAL NOTES:

* Actively encourage student participation in NTO organizations by talking with individual students, OR, if a student presents a problem or a concern connected to being in an NTO program—suggest that the student participate in the NTO support group, etc.

VII. SPECIAL NOTES (cont.):

** Possibly arrange for public service radio and television announcements, newspaper community column articles, and continually market the importance of NTO organization participation.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-3 Encourage Family Support

II. INTRODUCTION:

To dispel the fear of the unknown, nontraditional career information and possibly hands-on opportunities must be made available to parents. This information will assist parents in talking with their children regarding career choices and their future training options. These opportunities will also make parents more aware of the academic components such as math, science, and language that exist in nontraditional careers. Hopefully, these opportunities will eliminate parental barriers to student career choices.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Obtain parental support.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Plan for all parents a Career Day/Evening that highlights NTO.
Prepare a brochure describing NTO and distribute to all parents.*
Provide opportunity for parents to participate in experiential, hands-on vocational activities.
Provide opportunity for parents to talk with other parents whose child has participated in NTO.
Provide opportunity for parents to talk with tradespeople currently working in NTO.

V. EVALUATIONS:

Students will be able to:

Determine how many of the above suggested activities or other activities, will be conducted during the school year and then are actually conducted. Evaluate the success level of the activity/activities conducted within the school year and based on this evaluation, determine family support activities for the next school year.

VI. RESOURCES:

Community organizations
ME Tradeswomen's Network
Northern New England Tradeswomen Network, One Prospect Avenue, St. Johnsbury, VT 03561
Society for Women Engineers
National Association of Women in Construction
Coalition of Labor Union Women
Women Construction Owners and Executives

VII. SPECIAL NOTES:

*Brochure should be distributed at least the year prior to when student eligibility for vocational education.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-4 Encourage Opportunities for Peer Support

II. INTRODUCTION:

The historical devaluation of vocational education and peer pressure to conform to sex-role stereotypes create significant social barriers to student success in NTO programs. All people must be educated as to the value of vocational training for both men and women and the benefits of an NTO career. The outcome of this training will be the elimination of sex-bias and sex-role stereotyping.

III. PERFORMANCE OBJECTIVES:

THESE OBJECTIVES APPLY TO ALL SECONDARY STUDENTS:
Guidance/Instructors will help students to:

Identify benefits of vocational training.
Identify advantages of an NTO career.
Identify advantages of living and working in a bias and stereotype-free environment.
Understand long-term benefits of expanded career options when biases and stereotyping for career choices are removed.
Create a recognition program for vocational and NTO students.
Talk about their training/career options and their feelings .

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

THESE STUDENT LEARNING ACTIVITIES APPLY TO ALL SECONDARY STUDENTS:
Guidance/Instructors will help students to:

Receive opportunities to be exposed to NTO.
Invite NTO people to conduct panel discussions.
Participate in NTO experiential activities.
Obtain opportunities for job shadowing in NTO.
Exchange classes to experience/shadow each other's training option.*
Participate in vocational and NTO student recognition programs.

V. EVALUATIONS:

Students will be able to:

Determine how many of the above, suggested activities or other activities will be conducted during the school year and then are actually conducted.
Evaluate the success level of the activity/activities conducted within the school year, and based on this evaluation, determine peer support activities for the next school year.

VI. RESOURCES:

Community NTO organizations
ME Tradeswomen's Network
Northern New England Tradeswomen Network, One Prospect Avenue, St. Johnsbury, VT 03561
Society for Women Engineers
National Association of Women in Construction
Coalition of Labor Union Women
Women Construction Owners and Executives

VII. SPECIAL NOTES:

* Vocational students exchange with academic/college-bound students once in a while to encourage a respect for each other's training options.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I.	**DUTY:**	D	CREATE SUPPORT SYSTEMS
	TASK:	D-5	Encourage the Placement of Two or More NTO Students or Workers in Classes and on Job Sites.

II. INTRODUCTION:

One of the primary reasons that women do not stay in NTO jobs and trade and technical training is due to isolation. Having two or more females on the job site or in the classroom will reduce this isolation and aid in job retention.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Cluster female students in same sections to increase the number of females in NTO jobs and classes.
Identify factors contributing to feelings of isolation and how they affect retention.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

View videos on isolation—i.e. *A Tale of "O"—On Being Different* followed by discussion.
Act as role models to other students by doing presentations in classrooms on NTO training and work.
Travel to other schools to assist guidance with recruitment.

V. EVALUATIONS:

Students will be able to:

Recruit two or more females for classroom training and work sites in NTO jobs.
Participate in recruitment and/or advocacy effort designed to encourage placement in NTO classes and jobs.

VI. RESOURCES:

Video: *A Tale of "O"—On Being Different* available from the Vocational Curriculum Resource Center of Maine, 453-5170
Local Guidance Counselors
Local Sex Equity CADRE Team (if available)

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-6 Utilize Personal Counseling Services

II. INTRODUCTION:

Personal issues often erect barriers to success in the classroom or on the job. A student should be aware of available counseling options.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Become aware of personal issues that can affect success and well being.
Identify resources that are available in the community.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Attend presentations by human resource and community health person.
Write about a time where they dealt with a personal issue and how they did it.
Brainstorm five personal issues that would warrant seeking personal counseling services.
Discuss strategies to resolve the issues, using a small group format.

V. EVALUATION:

Students will be able to:

List five community resources that provide assistance available for help.
Identify those resources, the types of assistance, and how they can be contacted.

VI. RESOURCES:

Community mental health centers
Churches.
Guidance departments
Human resources department at local businesses
Peer counseling services

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-7 Utilize Placement and Follow-up Services

II. INTRODUCTION:

Placement and follow-up services are available to assist a graduate in obtaining and retaining quality jobs. A student needs to be aware of these available services and how to access them.

III. PERFORMANCE OBJECTIVE:

Guidance/Instructors will help students to:

Identify the available placement and follow-up services.
Identify how these services are delivered.
Utilize available pre-employment assessments in order to identify employment skills necessary to obtain a quality job.
Develop personal placement plan.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Become knowledgeable about employment placement opportunities through presentations given by community resource people.
Prepare résumés and job applications.
Practice interview skills.
Identify services available in the community.

V. EVALUATIONS:

Students will be able to:

Identify community services appropriate to their individual placement plans.

VI. RESOURCES:

Maine Job Service
Private placement services
Local school craft program advisory committees
Employers
Guidance departments
Instructors

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-1 Eliminate Discrimination of Sex, Creed, Color, National Origin, Religion, Martial Status, or Disability

II. INTRODUCTION:

Workers in NTO need a support system. This system's purpose is to network, discuss concerns, and identify role models in a comfortable, safe, supportive environment.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Recognize discrimination.
Define discrimination.
Identify preventive measures for discrimination.
Discuss discrimination and repercussions of discrimination.
Recognize and intervene in discriminatory situations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Participate in Interlocking Oppression Training (Refer to Task C-4).
View and discuss the video, *A Tale of "O"—On Being Different.*
Conduct "Teaching Moment" sessions when discriminatory actions take place in the classroom.*

V. EVALUATIONS:

Students will be able to:

Recognize discriminatory behavior and utilize either preventive and/or intervention techniques to address the discriminatory situation, whether the situation is real-life or simulated.

VI. RESOURCES:

A *Tale of "O"—On Being Different* video available from the Vocational Curriculum Resource Center of Maine, KVTC, 92 Western Avenue, Fairfield, ME 04937, (207) 453-5170

VII. SPECIAL NOTES:

Classroom instructors need to model nondiscriminatory behavior at all times.

* Instructors should be willing to point out any discriminatory action that may take place in their classrooms. They should interrupt the class as soon as the behavior is observed, and discuss the repercussions of the behavior with the students.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-11 Elevate Image of Technical/Vocational Education and Careers

II. INTRODUCTION:

Technical/Vocational Education's most valuable assets are its students. Every student can be an effective agent to eliminate the image of vocational/technical education.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Become diplomats of vocational/technical education and present developments and challenges of careers in vocational/technical education and trade/industry to academics.

V. EVALUATIONS:

Students will be able to:

Evaluate local media and community members regarding their perceptions of vocational education.

VI. RESOURCES:

- *Public Relations Begins with PR* available on loan from VCRCM

VII. SPECIAL NOTES:

This is a life-long, continuous education process. DO NOT ever give up!!

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-1 Stop Violence and Hatred Toward Women

II. INTRODUCTION:

While gender-related physical violence is less common in the workplace, other manifestations of hatred and violence are widespread. Psychological or emotional and violence directly affects quality of work life, productivity, morale and retention of employees.

Examples of gender-related, workplace violence include hostility, fear, denigration, disempowerment, or threats.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand how violence and hatred toward women is reflected in our cultural inheritance.
Understand the "victim" mentality.
Identify the continuum of behaviors that constitute violence toward women.
Identify the ripple effect on society violence toward women.
Identify ways to stop violence towards women.

IV. SUGGESTED IMPLEMENTATION STRATEGIES: (On-going discussion over a long period of time)

Guidance/Instructors will help students to:

Attend lectures by guest speakers from local rape crisis centers, women's shelters, and law enforcement agencies. These presentations will discuss the cultural perspective, victim mentality, and the continuum of violence.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont):

Make a scrapbook of local publications' articles that depict violence toward women.
The scrapbook will be kept over a one-month period.
Use the scrap books, in small groups, to brainstorm ways to stop this violence.
Identify three ways that they, as students in their schools, can diminish violence against women.
Choose one strategy that they, as individuals, can do to reduce violence toward women.
Then each student should practice this strategy.
List three ways that violence is counterproductive to work, learning and personal relationships.

V. EVALUATIONS:

Students will be able to:

Demonstrate knowledge concerning these activities.
Evaluate their personal commitment to change.

VI. RESOURCES:

Shelters
Law enforcement agencies
Crisis and counseling centers
Women's programs

VII. SPECIAL NOTES:

This program should be run by the State Coalition on Domestic Violence.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-2 Conduct Interlocking Oppression Education

II. INTRODUCTION:

Refer to C-4

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I.	**DUTY:**	F	REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)
	TASK:	F-3	Conduct Sexual Harassment Education

II. INTRODUCTION:

Refer to C-6

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-4 Conduct Affirmative Action/Civil Rights Education at All Levels

II. INTRODUCTION:

Since the early sixties, numerous regulations and laws have come into effect which eliminate discrimination with regard to race, sex, ethnicity, religion, age, mental/physical disability, marital status, and sexual orientation. All citizens need to understand their rights and the rights of others under the law.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand the reasons the regulations and laws were developed.
Understand the regulations and laws and their impact on themselves and others.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Invite an Equal Employment Opportunity person from a local business to discuss affirmative action and civil rights regulations and legislation and the impact of these on their business.
Invite a speaker to discuss how inequities are legally remedied.
Learn the legal remedies for situations when these laws are not enforced.
Bring in a person from the Attorney General's office to give an overview of the laws and discuss how a complaint is filed and investigated.
Research and evaluate their schools' affirmative action plans.

V. EVALUATION:

Students will be able to:

Demonstrate their knowledge of the laws, regulations, and procedures by participation in a group presentation, preferably to another grade level or classroom.

VI. RESOURCES:

Attorney General's Office
Affirmative Action Officer
State Equity Officer

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-5 Eliminate Career Discrimination

II. INTRODUCTION:

Refer to C-6

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-6 Eliminate Discrimination in Work Assignments

II. INTRODUCTION:

To maximize the effectiveness/productivity of a company, work assignments must be given based on qualifications of the individual rather than on race, sex, etc. Work assignments should be based on qualifications of the individual to do the job, if the company desires maximum effectiveness/production.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Become aware that factors, other than just qualifications, determine how work is assigned: for example, Gender, Race, Size, Economics, Age, or Disability.
Discuss the process by which the qualifications necessary to do a work assignment are determined.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Share times when they felt they were discriminated against: for example, chore assignments at home, chore assignments in classroom, team selections and positions, or work assignments on the job.
Select a work assignment and discuss the potential for discriminatory actions. Use examples given in activities listed above.

V. EVALUATIONS:

Students will be able to:

Identify numerous areas of discrimination related to work assignments at home, in the classroom, or on the job, etc.

VI. RESOURCES:

Community resource people.

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-7 Eliminate Promotional Discrimination

II. INTRODUCTION:

A productive workforce is one where individuals believe that good work performance will be rewarded through career advancement. Too often, promotions may be based on factors unrelated to performance, such as gender, race, appearance, friendships, etc.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify nonperformance factors that may be considered when promotion decisions are made.
Understand the "glass ceiling" phenomena (especially for women, minorities, and people with disabilities).

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss factors related to nonperformance: for example, Race, Gender, Appearance, or Disability.
Discuss times when they feel they have been overlooked for promotion (raises): for example, Room assignments at home, Allowances, Work/job, Attitudes (acceptance of assignments), Popularity at school, Grades awarded at school, Team captains, Individual's image (good/bad).

V. EVALUATIONS:

Students will be able to:

Identify non-performance factors related to promotion in work, home, school, etc. and discuss strategies to overcome them.

VI. RESOURCES:

U.S. Department of Labor reports on the glass ceiling (available from the VCRCOM)

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-8 Eliminate Physical and Mental Harassment

II. INTRODUCTION:

Neither students nor workers can perform at maximum capacity in an environment where physical and mental harassment exist.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify types of harassment.
Identify both sides of the harassment (giver and receiver).
Understand effects of harassment.
Respond effectively when harassment occurs.
Prevent their own harassing behavior.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss types of harassment and incidences in their lives where harassment may have taken place: for example, Sarcasm, Teasing, Whistling, Physical Contact (unwanted), Sexual Advances (Refer to F-3).
Provide role-playing situations or case studies.
Develop strategies to handle harassing situations as well as strategies that prevent the harassment of others.

V. EVALUATIONS:

Students will be able to:

The teacher will monitor the student's behavior before covering this unit and again after covering this unit to determine any changes.
Teacher will observe role playing situations.

VI. RESOURCES:

Various materials on harassment available from the VCRCOM

VII. SPECIAL NOTES:

***Another good** activity is the brainstorming of the names women are called who work in nontraditional occupations. Students should discuss how they feel about them and whether or not they are accurate. Are all women who work in NTO ugly, brutes, etc.? What is the underlying message that is being conveyed?

Counterpart: Are men called names who work in NTO? Ask the same above questions and discuss results.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-9 Eliminate Age Discrimination

II. INTRODUCTION:

The values placed on an individual's contribution to a school or work place shouldn't be based solely on a person's age. Both the wisdom that comes with age or the new ideas from youth should be equally valued and considered. The value of information should be based on its content and not on its source.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand age discrimination as it relates to school and to work.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Cite examples of discrimination based on age (young as well as old), for example, Structure of schools—begin school and graduate from school at particular ages (5 & 18), retention in school classes.

Discuss how different cultures treat young and old members (Native American, Asian). Discuss how we feel when someone says, "Children should be seen and not heard" or "You can't teach an old dog new tricks."

V. EVALUATIONS:

Students will be able to:

Define what age discrimination means to them.
Write a brief paragraph on what a culture would be like if no one discriminated based on age.

VI. RESOURCES:

AARP
Grey Panthers
Older Women's League
Material in any library on ageism and cultures

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-11 Provide Gender Positive Team Building Education (Co-Workers)

II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths can be utilized to complete a project/assignment.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Complete a team building experience where students will learn to work together for a common goal.
Work and get along in team activities.
Apply team building experiences to other activities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Work in teams.
List areas where team building is necessary to achieve project/assignment outcomes.
Utilize cooperative learning techniques.

V. EVALUATIONS:

Students will be able to:

Accomplish projects/assignments and work out any differences/conflicts along the way within their team.

VI. RESOURCES:

EXAMPLE: Ropes Training Program, information available from VCRCM

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS

TASK: F-13 Require Respect in the Workplace

II. INTRODUCTION:

Refer to I-6

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

Affirmative Action Officer

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-14 Provide Leadership Opportunities for Women

II. INTRODUCTION:

Refer to C-7

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

Affirmative Action Officer

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-1 Assign Women Advisors/Mentors for All Female Students

II. INTRODUCTION:

Experience has shown that having an advocate/mentor who provides critical support and direction is advantageous to an individual who pursues a nontraditional career. The advocate must possess thorough understanding of the issues and must make a commitment to an on-going relationship.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Have an advisor/mentor at the NTO recruitment stage. (Guidance counselors/student services coordinators will coordinate the match.)
Have a mentor to help them through the transition stage, upon their graduation from an NTO program.
Meet on a regular basis with advisor/mentor.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Identify issues appropriate for discussion with mentor.
Demonstrate ability to initiate contact with mentor.
Act as mentors to younger students.

V. EVALUATIONS:

Students will be able to:

Meet with mentors/advisors.
Evaluate their experiences with their mentors.

VI. RESOURCES:

Tradewomen's networks
Business education partnerships
Student organizations
Cadre people
Women Unlimited
Women's Business Development Corp. Mentoring Program
Project SOAR, CEI

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-2 Expand Career Aspirations

II. INTRODUCTION:

In order to expand career aspirations, an individual first needs to acquaint her or himself with existing and projected career opportunities. Personal growth and self esteem are also a part of developing career aspirations.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Clearly understand existing career opportunities and how they relate to meeting personal and economic needs.
Understand the career development process as an opportunity to expand career aspirations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Explore local, state, and national opportunities.
Complete a personal assessment.
Make preliminary choices based on interest, ability, and availability.
Research three preliminary career choices through occupational interviews.

V. EVALUATIONS:

Students will be able to:

Complete interview packets.

VI. RESOURCES:

Career Life Planning, Dispaced Homemakers Project
WINC Curriculum Guide

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-3 Conduct On-going, Hands-on Trade and Technical Exploration for Women and Girls at All Levels

II. INTRODUCTION:

Most students do not have an opportunity to try out different trade and technical activities. If girls and boys participate in hands-on exploration of various trade and technical careers, they will broaden their horizons. This exposure gives students the opportunity to make informed choices.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Participate in hands-on exploration in a minimum of five trade and technical areas.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Participate in several different classes in a Career Exploration Day.
Plan guest speaker presentations.
Plan Job Shadowing activities.

V. EVALUATIONS:

Students will be able to:

Evaluate their hands-on experiences as they relate to potential career choices.

VI. RESOURCES:

Local Vocational/Technical Centers
Other NTO training programs e.g. Women Unlimited, Step-Up Program
Community Businesses

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-4 Provide Opportunities for Job Shadowing Experiences for Students

II. INTRODUCTION:

The job shadow's purpose is to give each student a realistic and positive experience in a specific trade or technical job.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Spend a minimum of one day on a job site observing, and, if possible, working.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Select a trade they wish to shadow. (Once the trade has been identified, the Guidance/Instructors will contact employers.)
Participate in an all-day job shadow.
Fill out shadow evaluation.

V. EVALUATION:

Students will be able to:

Evaluate their experiences.
Receive evaluation of job shadowing experience from participating employers.

VI. RESOURCES:

Step-up for Women, Women's Resource Curriculum Chapter 20 (available at the Vocational Curriculum Center of Maine, 92 Western Avenue, Fairfield, ME 04937-1367, (207) 453-5170

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-5 Explore Career Ladders Starting in Middle School

II. INTRODUCTION:

In order to build a future for oneself, each individual needs to be aware of and understand the progression through various stages in a career field.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand the importance of developing career ladders.
Understand the relationship between enhanced skill development and the opportunities for advancement within chosen career fields.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Invite a PAC (Program Advisory Committee) member to discuss the career ladder for a specific trade or technical career.
Use "Steps Towards Economic Self-Sufficiency" exercises and research, then develop a career ladder for their chosen fields.
Students share results with other class members.

V. EVALUATIONS:

Students will be able to:

Complete a career ladder.

VI. RESOURCES:

Career Life Planning, Displaced Homemakers Project

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-6 Provide Women Role Models

II. INTRODUCTION:

Experience has shown that role models provide positive influences in recruiting and retaining a non-traditional student and/or employee.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

See the benefits of role models.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Identify one person who has been a role model and discuss how and why.
Hear women and men in NTO speak about their professions.
Identify role models in their trade or technical areas.

V. EVALUATIONS:

Students will be able to:

Identify one role model in their vocational areas.
Define what constitutes a good role model.

VI. RESOURCES:

Refer to H-1
Program Advisory Committee Members
Service, Business and Professional Clubs

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-7 Provide Information on Financial Realities of Career Choices

II. INTRODUCTION:

Experience has shown that career choices do not always meet financial realities (obligations). A students needs to make informed decisions regarding his or her career choice and the financial reality of that choice.

Jobs that are traditionally held by women generally pay significantly less than most trades and technical careers. A FEMALE NEEDS TO KNOW!

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand the financial benefits of working in trade and technical jobs.
Understand the relationship between income and expenses.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Develop a budget through the "It's Your Choice" game.
Use the GIS/ CHOICES to determine wages in the careers in which they are interested.
Investigate the costs and/or time/commitment needed to enter different careers.

V. EVALUATIONS:

Students will be able to:

Relate the above information to their career and lifestyle choices.

VI. RESOURCES:

Dictionary of Occupational Titles
MOICC
"It's Your Choice," Vermont Dept. of Education (available at the Vocational Curriculum Resource Center of Maine, (207) 453-5170)
Library
Trade Magazines
See attached "Wages" information

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-8 Conduct Gender Neutral Skill Assessments

II. INTRODUCTION:

Do current skill assessment instruments reflect both male and female strengths and weakness? Or, are the results not completely accurate because they do not consider the likelihood of exposure or experience to all skills being assessed? Using these skill assessment instruments can be vital to a student's career path but must be monitored to reflect equality. Skill assessments must never be used to "weed out" someone but rather to highlight areas that may need special attention.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand that skills aptitude and assessments are often gender-, racial-, ethnic-, and class-biased and should be used for informational purposes only and not to limit career options and choices.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Analyze a skills assessment instrument for biases.

V. EVALUATIONS:

Students will be able to:

Identify a minimum of three biases commonly found in skill assessment instruments.

VI. RESOURCES:

Skill Assessment Instruments:
- Myers-Briggs
- GATB (General Aptitude Test Battery)
- IBCD (Interest Based Career Decision Survey)
- ASVAB (Military Assessment)

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-9 Provide Interactive, On-going Career Counseling

II. INTRODUCTION

Too often a student receives career counseling only once or twice during his or her educational experience and that experience usually is on paper. Career counseling can include; identifying work-related values, lifestyle preferences, and the impact of career choices on these areas.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Know the skills prerequisites, economic potential, environment, and career ladder information about a wide range of career opportunities.
Identify their own work-related values and determine what careers would best suit them.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Plan guest speaker presentations.
Invite recent and/or successful graduates to speak.
Coordinate regularly scheduled (once a month, once a semester) career counseling workshops.
Conduct standard-of-living activities.
Explore individual work-related values, skills, prerequisites, economic potential, environment, and career ladder opportunities in a variety of careers.

V. EVALUATIONS:

Students will be able to:

Identify their work-related values, skills, prerequisites, economic potential, career ladder opportunities in a variety of occupations.
Compile a career planning portfolio in a minimum of three occupational areas.

VI. RESOURCES:

Community Members
Armed Services
College Representatives
Business People
Guidance Counselors
"It's Your Choice," (available from the Vocational Curriculum Center of Maine).

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-10 Elevate Image of Vocational Technical Education and Careers

II. INTRODUCTION:

Due to the increasing demands for a technically trained workforce, the need exists to expose every student to the wide variety of opportunities available in vocational programs.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

See the value and need for a vocational, technical education.
Obtain some vocational/technical skills.
Apply academic theories to practical applications.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Plan an open house for students, parents, teachers, guidance counselors, and community members.
Get involved in a variety of community projects utilizing vocational/technical skills.
Provide opportunities for students in all programs to experience and explore vocational, technical programs.
Plan for media coverage of activities.
Integrate academic and vocational programs.
Work in teams.

V. EVALUATIONS:

Students will be able to:

Take part in before and after activities to determine any changes in opinions or attitudes.

VI. RESOURCES:

Public Relations begins with PR (available on loan from the Vocational Curriculum Resource Center of Maine)
Instructors from all program areas
Students from all program areas
Academic and vocational labs and equipment

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-11 Correlate Individual Needs with Workplace Realities

II. INTRODUCTION:

Refer to H-9

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Learn the skill prerequisites, economic potential, environment, and career ladder information about a wide range of career opportunities.
Identify their own work-related values and determine what careers would best suit them.

IV. STUDENT LEARNING OBJECTIVES:

Guidance/Instructors will help students to:

Plan guest speaker presentations
Invite recent and/or successful graduates to speak
Coordinate regularly scheduled (once a month, once a semester) career counseling workshops
Conduct standard-of-living activity
Explore individual work-related values, skills, prerequisites, economic potential, environment, and career ladder opportunities in a variety of careers

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-12 Explore Self-Employment as a Career Advancement Strategy

II. INTRODUCTION:

Self-employment or entrepreneurship is an important segment of our economy which provides a great number of jobs each year. For this reason a student should become aware of this option and learn the needed skills to operate a successful business.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand all aspects of self-employment.
Know about resources available to assist small business owners.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Develop a business plan.
Invite a small business owner as a guest speaker.
Visit a small business.
Set up a simulated business.

V. EVALUATIONS:

Students will be able to:

List numerous sources to obtain information for establishing a small business.
Discuss the pros and cons of owning a business.
Describe the training and experience needed in a particular field before setting up a business.

VI. RESOURCES:

Self-employed and small business owners
Small Business Administration (SBA)
Local Extension Service
Service Corps of Retired Executives (SCORE)
Student Organizations (DECA, VICA, FBLA)

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-13 Provide Placement and Follow-Up Services

II. INTRODUCTION:

One aspect of placement and follow-up services is provided to a student upon completion of her or his training. (Refer to D-7 for performance objectives, activities, evaluations, and resources dealing with this aspect of placement and follow-up services.)

Vital to an individual's success in any educational program is having the student meet periodically with an advisor/counselor to assess how a program is progressing and to discuss any concerns. These periodic checks should increase student retention and success.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand the importance of utilizing the services of an advisor/counselor/mentor.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Meet periodically with an advisor/counselor/mentor to evaluate progress, establish goals, assist in making career choices, and identify problem areas as well as strategies to resolve any problem areas.

V. EVALUATIONS:

Students will be able to:

Meet with advisor/counselor/mentor on a regular basis.

VI. RESOURCES:

Guidance counselors
Instructors
Individuals willing to serve as mentors

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY

TASK: I-2 Teach Decision-Making Skills/Teach Problem Solving Skills

II. INTRODUCTION:

The choices a person makes, both everyday decisions as well as major decisions, have considerable impact on self-esteem and even on health. Making decisions starts in infancy and continues throughout our lives. The kinds of decisions one makes changes as life progresses. Whether a person realizes it or not, decisions made in the teen years can affect one's entire life. A girl or boy decides about future training and education and how to cope with social issues and friendships. Throughout life decision making can't be avoided. Choosing to not make a decision is, in fact, a decision.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify effective decision-making styles and problem-solving skills.
Examine personal decision-making styles and problem-solving skills.
Learn steps for effective decision-making and problem-solving.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Using the *Step-Up* resource pgs. 73-78 (Effective Decision-Making and Decision-Making Styles Worksheet)
Guidance/Instructors will help students to:

Brainstorm the steps in decision making
Identify the degree of satisfaction they have with their decision-making style
Identify what aspect(s) of their decision-making style they would like to change

V. EVALUATION:

Students will be able to:

Identify a decision they need to make, and using their new decision-making styles/skills, arrive at a decision and prepare a report, describing the steps they used to make the decision.

VI. RESOURCES:

Step-Up for Women, Northern New England Tradeswomen Network
"Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning"
(add the one for boys if the Journal has a decision making module)
"Choices: A Young Man's Journal for Self-Awareness and Personal Planning"

VII. SPECIAL NOTES:

Consider a decision the student has made recently and a problem she or he has solved successfully.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-3 Teach Appropriate Workplace Attire

II. INTRODUCTION:

The nature of a job dictates what is appropriate dress. Appropriate dress is determined by safety concerns, type of work duties, and workplace culture. Each employer should establish gender neutral standards of dress for workers. For example, the Army requires a uniform of the day, based on the nature of the work, the climate, and the physical demands placed upon the soldiers. Soldiers at a worksite on a hot day may work in t-shirts, regardless of gender, but may not remove their t-shirts.

How a person dresses tends to be a personal expression of self, yet how others interpret the dress may not always coincide with the intended impression. A student also should understand that how she or he dresses is not the underlying cause of sexual harassment on the job. A student should become aware of appropriate dress for a job and/or worksite and dress accordingly.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Describe the practice, safety concerns, type of work duties, and workplace culture appropriate for the job.
Understand the ways that workplace does and does not affect sexual harassment on the job.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Identify three jobs and brainstorm appropriate dress for each of those jobs, based on safety.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Break into small groups, and using the same three jobs, discuss whether there is different attire for women and men on the job and identify why or why not. Use the following vignettes and discussion questions to further their understanding of appropriate attire. Break into small same sex groups to discuss the vignettes. Return to the large group to share findings of small groups. Is there a difference between the male and female responses? How can these differences be resolved in a way that addresses the concerns of both sexes?

VIGNETTE A

There is one woman who is working on a highway construction site. It is a very hot summer day. She is dressed in layers with a tank top under her short-sleeve shirt. As the day warms up she notices that many of the men have removed their shirts and are bare-chested. She takes off her shirt and begins to work in her tank top. Her foreman comes over and tells her to put her shirt back on because she is distracting to the male workers.

Discussion questions:

1. What to do? What are the different ways to handle this situation?
2. Are there different standards being applied to men and women? What are they based on?
3. What could the employer do to eliminate this conflict?
4. What could the employees do?

VIGNETTE B

It is 30 degrees below zero with the wind chill. You are working on the roof of a four-story building fully exposed to the weather. By 10:00 am your toes are numb. By 11:00 a.m. your feet and hands are entirely numb.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Discussion questions:

1. What do you do?
2. What would keep you from doing what you need to do to protect your body?
3. What could you have worn that would have kept your hands and feet warm?

V. EVALUATIONS:

Students will be able to:

In mixed small groups, choose a specific job and worksite and identify appropriate dress, based on safety, work duties, and workplace culture. Discuss the factors involved in their decisions

VI. RESOURCES:

State of Maine Safety DACUM (Refer to C-3)
Hine, Lewis. *Women's Work*. New York: Dover Publication 1981

VII. SPECIAL NOTES:

See also I-1, Decision-Making/Problem-Solving, and C-7, Leadership Opportunities

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I.	**DUTY:**	I	DELIVER WORKPLACE LITERACY SKILLS
	TASK:	I-4	Teach Critical Thinking

II. INTRODUCTION:

Since Decision-Making and Problem-Solving Skills are part of Critical Thinking, refer to Tasks I-1 and I-2.

Critical thinking is defined as a demonstrable skill, a process by which an individual understands, finds, evaluates, and abstracts information and problems in order to create questions, solutions, and ideas. It is the ability to see beyond the surface, to ask the questions necessary to develop an understanding of the "whole," and to derive conclusions based on research and evaluations.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify steps in the critical thinking approach (Refer to attached page for steps).
Demonstrate the ability to apply critical thinking to specific issues or problems.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Pose a problem in which the students will utilize critical-thinking strategies.

V. EVALUATIONS:

Utilize critical-thinking strategies in analyzing a specific problem or issue.

STEPS IN CRITICAL THINKING*

A. POSE THE PROBLEM

Start with specific examples—provided by the teacher and/or the student.

B. THINK: UNDERSTAND, FIND INFORMATION, EVALUATE

1. Decide what the important questions are.
2. Bring personal experiences generated by the group.
3. Find information.
4. Throughout, talk about why it's important to do each step in the process as well as why the whole topic is important.

C. CREATE SOLUTIONS: OPTIONS, IDEAS, MORE QUESTIONS

1. Look at alternatives.
2. Examine all definitions in progress so conclusions will have consensus.
3. Examine sources of information.
4. Challenge popular images (including advertising).
5. Specify individual priorities.
6. Weigh options individually.
7. Clarify and summarize
8. Look at the consequences of choices.
9. Recognize that there may be no right answer that's the same for everyone.

D. APPLY: APPLY NEW UNDERSTANDING—ACT

1. Make a decision or choice or plan of action.
2. Take action, if appropriate.

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*Taken from *Critical Thinking in the A.B.E./G.E.D. Classroom*, "Some Ideas for Implementation" from Dover Adult Learning Center, Dover, New Hampshire, September, 1989.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** I DELIVER WORKPLACE LITERACY

TASK: I-5 Teach Gender-Positive Team-Building Skills

II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths that can be utilized to complete a project/assignment.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Work and cooperate in team activities.
Apply team-building experiences to other activities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Experience team-building activities.

V. EVALUATIONS:

Students will be able to:

Accomplish project/assignment and work out any differences/conflicts along the way within their teams.

VI. RESOURCES:

Activity books published by Project Adventure in New Jersey for suggested activities
Ropes Training Program (information available from VCRCM)

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-6 Teach Respect In The Workplace

II. INTRODUCTION:

Every worker has a right to be treated fairly, equally, and respectfully in the workplace. A person enters the workplace with diverse knowledge, skills, abilities, values, and life experiences. This diversity is shaped by the ethnic, cultural, religious, and social backgrounds. The varied backgrounds and strengths that each worker brings to the workplace enhances the workplace by creating a stronger and better working environment. Through understanding and accepting differences, every worker can define a working environment, free of discrimination, harassment, and disrespect.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand why people are treated disrespectfully in the workplace.
Identify what a respectful workplace looks like.
Learn how to promote respect in the workplace.

IV. LEARNING ACTIVITIES:

Identify and discuss one situation in their lives when they were treated with disrespect.
Identify and discuss one situation in their lives when they were treated with respect.
Discussion questions for Activities 1 & 2:
  a. Identify the situation.
  b. Who treated them disrespectfully/respectfully?
  c. What was the cause?

IV. LEARNING ACTIVITIES (cont.):

d. How was it resolved?
e. In retrospect, do they prefer that it had been resolved differently?

Discuss the causes of disrespect in the workplace and whether the causes are based on an individual or the stereotype of whom the individual represents.

In a discussion, utilizing common stereotyped expressions, students will identify which group the stereotype has traditionally been directed toward and discuss the effects these stereotypes have on people in the workplace. Typical examples:

"They are all loud and pushy"
"They are dirty"
"They are all thieves"
"They are lazy"
"They are all lesbians"
"They are all gay"
"They are macho"
"They are all rednecks"
"They are all dumb"

V. EVALUATIONS:

Students will be able to:

Demonstrate respect in the classroom on a regular basis.

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-7 Teach Safety Skills & Rules

II. INTRODUCTION:

See C-3

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-8 Teach Worker Rights and Responsibilities

II. INTRODUCTION:

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-9 Teach Communication Skills

II. INTRODUCTION:

Refer to C-9.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-10 Teach How to Balance Work and Family

II. INTRODUCTION:

Refer to C-13.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

V. EVALUATIONS:

Students will be able to:

VI. RESOURCES:

"Work and Family Resource Kit", U.S. Dept. of Labor Women's Bureau.
"A Child Care Primer for Small Business," Options for Working Parents, 30 Exchange Terrace, Providence, RI 02903.

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-11 Teach Conflict Resolution Skills

II. INTRODUCTION:

Refer to C-10.

III. PERFORMANCE OBJECTIVES:
Guidance/Instructors will help students to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:
Guidance/Instructors will help students to:

V. EVALUATIONS:
Students will be able to:

VI. RESOURCES:

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-12 Teach Basic Trade and Technical Terms and Tool Use

II. INTRODUCTION:

Because of gender stereotyping a female often has restricted access to tool usage and knowledge while a male is expected to have the knowledge and the aptitude to work with tools. When a student does not have this expected knowledge, she or he is at a disadvantage in a classroom that assumes prior knowledge and experience with technical terms and tool usage.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify the names, uses, and care of tools common to the trades.
Know basic technical terminology of the trades.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Use "Tool Unit" from Wider Opportunities for Women (WOW) NTO Curriculum
Take "McCormick Non-Traditional Occupations Profile" on Tool Usage (attached)

V. EVALUATIONS:

Students will be able to:

For Fun:
Locate a sky hook.*
Find a left-handed screwdriver.*

V. EVALUATIONS (cont.):

For Real:
Complete a written and/or hands-on exam identifying common tools and defining trade technical terminology.

VI. RESOURCES:

VII. SPECIAL NOTES:

* Obviously, these tools do not exist, and if students are aware of this information, they are less likely to be teased in a job situation.

MCCORMICK NTO PROFILE

Likes and Dislikes

1. Check the ones that appeal to you.

___ I like working outside
___ I like gardening
___ I like to camp
___ I prefer clerical work
___ I like desk work

Skills

2. Place a "√" by those tools you have used and an "X" by those tools you have not used.

___ hammer
___ pliers
___ utility knife
___ lathe
___ plumb bob
___ caulk gun
___ grinder
___ electric drill
___ radial arm saw
___ long-handled shovel
___ chisel
___ pipe cutter
___ sewing machine
___ milking machine
___ bench press
___ hand saw
___ wire cutters
___ wire strippers
___ farm machinery
___ hand level
___ staple gun
___ paint brush
___ table saw
___ saws-all
___ pick ax
___ paint roller
___ propane torch
___ rototiller
___ weed whacker
___ other, please list
___ screwdriver
___ chalk line
___ drill press
___ transit
___ square
___ nail gun
___ circular saw
___ scraper
___ chain saw
___ ax
___ ladder
___ soldering gun
___ lawn mower
___ tractor

Write the number of √'s in Section 2 here _____
Write the number of X's in Section 2 here _____

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92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

MCCORMICK NTO PROFILE, continued

EXPERIENCE

3. Place a "√" next to the things you have done and an "X" next to the things you would like to do.

___ remodeled a kitchen
___ remodeled a bath
___ mended an electric cord
___ laid a vinyl floor
___ built a deck or patio
___ installed a switch
___ driven a pickup truck
___ rebuilt an engine
___ autobody work
___ hung sheetrock
___ hooked up a VCR
___ car maintenance
___ drafting
___ marine harvesting
___ blueberry raking
___ siding
___ farm work

___ roofed a building
___ replaced a faucet washer
___ fixed a lamp
___ set ceramic tile
___ built a fence
___ upholstered a chair
___ driven a larger truck
___ tuned up your car
___ built a house or building
___ built shelves
___ hooked up a stereo
___ wallpapering
___ boat building
___ apple picking
___ potato harvesting
___ other, please list

Write the number of √'s in Section 3 here _____
Write the number of X's in Section 3 here _____

MCCORMICK NTO PROFILE, continued

4. Check the courses you have taken.

__ Drafting
__ Algebra II
__ Agriculture
__ Physics
__ Shop
__ General Math
__ Geometry
__ Industrial Arts
__ Biology
__ Algebra I
__ Calculus
__ Chemistry
__ Geology

Write the number of check marks in Section 4 here _____

5. Do you have a Class II or I Drivers License, which allows you to drive a dump truck or semi?

____ Yes ____ No

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe.

____ Yes ____ No

7. Would you ever like to have your own business?

____ Yes ____ No

8. On a *"handy around the house"* scale of 1 to 10 (1 being not at all handy and 10 being very handy) how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 10 __
Not Handy Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick for Women Unlimited, 280 State Street, Augusta, ME 04330, 12/93

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-13 Teach Prevention of Sexual Harassment

II. **INTRODUCTION:**

Refer to C-6.

III. **PERFORMANCE OBJECTIVES:**
Guidance/Instructors will help students to:

IV. **SUGGESTED IMPLEMENTATION STRATEGIES:**
Guidance/Instructors will help students to:

V. **EVALUATIONS:**
Students will be able to:

VI. **RESOURCES:**

VII. **SPECIAL NOTES:**

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-14 Teach Economics of Work

II. INTRODUCTION:

In order to choose appropriate careers, every student must understand the economic forces that influence the workplace and the home.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Identify economic forces that influence the workplace and the home.
Discuss pay and benefits of various occupations.
Know training requirements for various occupations.
Know advancement opportunities for various occupations.
Know what it will cost to maintain the lifestyle of choice.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Refer to Workplace Literacy Curriculum.
Plan a "lifestyle" budget.
Also refer to Task C-11 materials.
Invite qualified local employers to speak.

V. EVALUATIONS:

Students will be able to:

Based on their lifestyle budgets, identify two occupations that would support their chosen lifestyles. Discuss the training requirements for entry and advancement opportunities for those occupations.

VI. RESOURCES:

Displaced Homemakers Workplace Literacy Curriculum, "It's Your Choice," Vermont Dept. of Education or VCRCOM

VII. SPECIAL NOTES:

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-15 (a) Teach Applied Math and Science Skills

APPLIED MATH SUGGESTIONS:

II. INTRODUCTION:

Research has now proven, and educational institutions now agree, that hands-on (or applied) approaches to education have a long lasting impact on students. This unit is only the tip of the iceberg in applied math and science activities. However, in order to create a gender-balanced environment, every student must have the benefit of applied approaches to all subjects, but especially math and science. This is also an excellent unit to begin team teaching in your school if it is not already being done.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Read a work problem and explain (or verbally reconstruct) the problem to demonstrate mathematical comprehension.
Compute mathematical problems, utilizing a scientific calculator.
Compute problems, utilizing fractions and decimals.
Demonstrate mathematical vocabulary proficiency when verbally discussing/describing problems.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Use calculators and become familiar with them, prior to getting into formula problems.
Use spreadsheets and/or technological software packages to demonstrate the calculator's applications.

V. EVALUATIONS:

Students will be able to:

Complete applied, trade-orientated math problems.

VI. RESOURCES:

Scientific calculator (important to have all the same brand and model so instruction can be consistent)
Recommend: Sharp EL531G or Sharp 5020-programmable model IBM Tool Kit Software (Pre-algebra to Calculus)
Available for demonstration at KVTC Contact VCRCOM or Math Department
CORD Applied Mathematics

VII. SPECIAL NOTES:

Also could expose students to a graphic calculator
Recommend: Texas Instrument TI-81
Plan activities appropriate for trade area
If appropriate, team teach this unit with Math Department

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** I APPLIED SCIENCE SUGGESTIONS:

TASK: I-15

APPLIED SCIENCE SUGGESTIONS:

II. **INTRODUCTION:**

III. **PERFORMANCE OBJECTIVES:**
Guidance/Instructors will help students to:

IV. **SUGGESTED IMPLEMENTATION STRATEGIES:**
Guidance/Instructors will help students to:

V. **EVALUATIONS:**
Students will be able to:

VI. **RESOURCES:**

VII. **SPECIAL NOTES:**

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-16 Teach Employability Skills

II. INTRODUCTION:

All the training in the world is only as useful as the ability to put it to use by acquiring and keeping a job.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Understand work ethic, professionalism, and professional image.
Understand job hunting procedures.
Prepare a letter of application.
Prepare a résumé.
Prepare for interviews.
Follow-up after interviews.
Acquire work retention skills: getting along with co-workers, professional/personal development, etc.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Discuss and develop standards for work ethics, professionalism, and professional images.
Complete a "Job Search Portfolio," which includes researching to locate an appropriate job.
Complete a letter of application, create a résumé, research the company, participate in a mock interview (numerous ones if possible), and follow-up after interview.
Discuss job retention skills: what they are, why they are important, etc.

V. EVALUATIONS:

Students will be able to:

Participate in class and/or group discussions.
Create a Job Search Portfolio, and have it evaluated by several people for content, image, completeness, appropriateness for job and/or student, etc.

VI. RESOURCES:

Local Job Bank office
Local personnel department employees
Variety of resources & videos from the Vocational Curriculum Resource Center of Maine
Utilize the employability skills unit found in each of the Ohio Competency Analysis Profiles, developed by the Division of Voc & Career Ed., Ohio Dept of Education

VII. SPECIAL NOTES:

This is another unit that is conducive to being team taught with other local teachers, employers, employment agencies, and/or job bank employees.

Student Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-17 Teach Basic Computer Skills (Include Keyboarding)

II. INTRODUCTION:

Because of the increased use of computers at all levels of education in our schools and businesses today, developing accurate and effective keyboarding and computer skills has become an important component for job readiness.

III. PERFORMANCE OBJECTIVES:

Guidance/Instructors will help students to:

Perform touch inputting skills, using alphabetic, numeric, symbol, and function keys on a computer and/or a typewriter keyboard.
Orient themselves to the information processing cycle.
Orient themselves to computer hardware and software.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Guidance/Instructors will help students to:

Perform the following basic computer operation functions:
Power on and off system
Disk care and maintenance
Access software package
Create at least one, one-page document, utilizing keyboarding strategies taught
Print document

V. EVALUATIONS:

Students will be able to:

Complete a keyboarding performance test demonstrating correct use of a keyboard.
Complete a written exam, covering the information processing cycle, hardware and software, and disk care. Or, complete a performance test on a computer with an observation checklist, completed by the instructor and a one-page document, created & printed by the student.

VI. RESOURCES:

Variety of materials are available at the Vocational Curriculum Resource Center of Maine and from Local Business Education and/or Computer Science Instructors

VII. SPECIAL NOTES:

Team teach this unit with a Business Education or Computer Science Instructor

October 1994

**TO USERS OF THE
GENDER EQUITY IN
EDUCATION AND THE
WORKPLACE CURRICULUM**

As educators assist today's young people in learning how to become productive individuals, this curriculum is a must for every classroom instructor -- K-12 and beyond. Educators are continually faced with the demands and challenges of preparing EVERYONE for further learning and productive employment. As Secretary of Labor Robert Reich said, "You can't really separate school from work these days. . ." (press conference, 1994).

Therefore, the basic focus of this curriculum for educators is:

- staff development opportunities for every educator;
- a list of resources for classroom use;
- a guide for integrating these areas into existing curriculum; and,
- a learning tool of activities in
  - self-esteem
  - respect
  - communication
  - career guidance
  - empowerment
  - (to name only a few areas).

It is hoped that all educational institutions will utilize this document to achieve a change in behavior and attitude in her or his self, her or his professional environment, and her or his students. Best of luck as you begin working with this curriculum.

Sincerely,

Educator Group

Please contact anyone on the list of Educator writers for any technical assistance or questions.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-1 Instill Self-Esteem and Empowerment

II. INTRODUCTION:

Everything a person thinks, says, or does is affected by her or his level of self- esteem. It includes: how one sees the world, how one is viewed by others, and where one fits. A person chooses careers, friends, and associates according to her or his level of self esteem. Self esteem influences the ability to take action to change things that need changing. Therefore, raising self esteem's level is extremely important when making career decisions.

Because you are an Educator and work closely with students, your own self-esteem serves as a model. If your self-esteem is high it will provide a positive model. If your self-esteem is low, it models low self-esteem for them. Understanding and projecting your own positive self-esteem will enable your students to improve their self-esteem.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Define the language of self-concept.
Define the language of self-esteem.
Define the language of empowerment.
Identify self-esteem and empowerment blockers.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

On the suggestion of the Educator Curriculum Development Group, this unit is being presented as three separate units:

- Self-Concept
- Self-Esteem

if these two areas are developed, it can lead to:

- Empowerment

Lesson 1: Self-Concept:

A. Conduct Icebreaker Activity
B. Introduce the topic. (done by instructor or facilitator)

Activity: Break into small groups. Each group must develop a definition of self-concept and report out for large group discussion.

Have individuals define their own self-concept privately. (See attached Self-Concept Activities 1 and 2 for suggested worksheets.)

Have students choose someone in their group to share lists and receive feedback.

Give students the opportunity to share this newly gained. This is a voluntary activity for those who feel safe in sharing.

Facilitator presents to entire group how this activity on self-concepts relates to self-esteem. This discussion leads to Lesson 2.

Lesson 2: Self-Esteem:

Group process could be conducted to connect participants' self-concept to their self-esteem. Suggested small group activity: Define self-esteem in groups and report results to larger group. Facilitator brings consensus to the definition. Facilitator shares and discusses the many factors that affect self-esteem.

Lesson 2: Self-Esteem (cont.):

*For lecture notes, see attached self-esteem sheets from *Step up for Women* Curriculum (Northern New England Tradeswomen Network) and the Maine Displaced Homemakers Program, *Self-Esteem* Curriculum.

Activity: Have students share personally directed comments they received as children with one other person for discussion and feedback.

Give students the opportunity to share new knowledge which they have gained from the small-group activity. This is a voluntary activity for those who feel safe in sharing.

Lesson 3: Empowerment:

Discuss the issue of power and what that means to people. Discuss the personal and beneficial aspects of power. Have people think about situations when they have felt powerful and situations when they have felt victimized or powerless. (See Empowerment Lecture Note Pages for suggestions)

Activity: Use small group discussions to define empowerment. This may be done by groups developing a role play which complements their definition or by simply reporting their definition.

Activity: Use small groups that are balanced between males/females. Have each group discuss how men and women define power. Identify differences and similarities. Report to large group.

Introduce interlocking oppression. See Chapter 21 of the *Step-up for Women* Curriculum.

Activity: Have students share personal empowerment issues with one other person. Ask for volunteers to share new knowledge with the larger group.

V. EVALUATION:

Students will be able to:

Complete the self-concept word descriptor activity.
Demonstrate an understanding of self-concept.
Complete a self-esteem checklist.
Deomonstrate an understanding of self-esteem.
In small groups (balanced between males/females), demonstrate an understanding of power and empowerment by preparing a presentation which depicts some aspect of power or empowerment. Some suggestions might be a poster, human sculpture, artwork, commercial, etc., to present to the large group.

VI. RESOURCES:

Step-up for Women, Northern New England Tradeswomen Network, Vermont.
Self-esteem Curriculum, The Displaced Homemakers Program, Augusta, Maine.
The Assertive Workbook: A Guide to Assertive Behavior, The Phoenix Institute, Salt Lake City, Utah.
Changing Roles of Men and Women, by Vocational Studies Center, School of Education, University of Wisconsin-Madison (1991).

VII. SPECIAL NOTES:

Empowerment cannot be addressed effectively in a short presentation. This needs to be approaced as a long-term activity to ensure that educators or future educators develop the skills and knowledge necessary to model appropriate behavior which will empower their students. As Educators, we must keep in mind that to increase the career inspirations of students, you must do more than provide career and self-assessment information.

A safe, trusting environment where students may explore their fears and concerns empowers them to expand their visions of career choice.

HOW I SEE MYSELF

I am more like...

a calm lake	..than..	a rolling ocean
a clothes line	..than..	a kite string
a romance novel	..than..	a paperback mystery
a rose	..than..	a daisy
a shooting star	..than..	a lighthouse beacon
a mountain	..than..	a valley
a physical fitness expert	..than..	a meditating philosopher
a superhighway	..than..	a country road
a paint brush	..than..	a hammer
a rainbow	..than..	the sky
Teflon	..than..	Velcro
a banana	..than..	a pineapple
a window	..than..	a skylight
a steak	..than..	a candy bar

Write one or two adjectives that describes each of the words or phrases you circled.

Adapted from The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

THE CHOICE IS YOURS

Under the Tree	**In the Tree**
Helpless	Expansive
Drained	Accepting
Bitchy	Easy Going
Hysterical	Positive
Cynical	Considerate
Irrational	Empathetic
Defensive	Loving
Paranoid	Organized
Vindictive	Non-Manipulative
Blaming	Full
Self-effacing	Capable
Critical	Kind
Judgmental	Planned
Compulsive	Energized
Depressed	Active
Alone	Secure
Lethargic	Self-directed
Paralyzed	Composed
Afraid	Serene
Selfish	Relaxed
Accusing	Straight Thinking

Victim/Victimizer
Persecuted/Persecutor
Rescuer/Wants Rescuing

Adapted from The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

LIKING AND ACCEPTING OF SELF

1. The individual's face, manner, way of talking and moving project a joy of being alive, a simple delight in the fact of being.

2. The individual believes strongly in certain values and principles and is willing to defend them even in the face of strong group opinion. She feels personally secure enough, however, to change them if new experience and evidence calls for it.

3. The individual is able to speak of accomplishments or short-comings with directness and honesty.

4. The individual does not spend undue time worrying about the future, the past, or what is taking place in the present.

5. The individual is comfortable in giving and receiving compliments, expressions of affection, appreciation, etc.

6. The individual has confidence in her ability to deal with problems, even in the face of failure or setbacks. She preserves a quality of harmony and dignity under stress.

7. The individual feels equal to others as a person (not superior or inferior) in spite of any differences in specific abilities, family backgrounds, economic levels, or the attitudes of others towards her.

8. The individual exhibits an attitude of openness to and curiosity about new ideas, new experiences, new possibilities of life.

9. The individual is inclined to resist the efforts of others to dominate her.

10. The individual shows flexibility in responding to situations and challenges—a spirit of inventiveness and even playfulness.

11. The individual is sensitive to the needs of others, to accepted social customs, and to the idea that she cannot enjoy herself at the expense of others.

12. There is harmony between what the individual says and does and how she sounds and moves.

Adapted from The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

SELF-CONCEPT

WHAT IS SELF-CONCEPT??????

It is your self-image, or how you feel about yourself. Your self-concept is made up of thoughts and feelings you have about yourself. These may be:

POSITIVE	NEGATIVE
I'm Pretty	I'm Ugly
I'm Smart	I'm Stupid
I Learn From My Mistakes	I'm Boring
I Can Try New Things	I'm Afraid To Fail

WHY SHOULD I THINK ABOUT MY SELF-CONCEPT??????

Because self-concept affects the way you live. It can also be improved. Don't let past failures hold you back. You owe it to yourself to learn to feel good about who you are.

High self-concept can make you feel:

— lovable
— capable
— effective
— productive

Low self-concept can make you feel:

— unloved
— unable
— worthless
— ineffective

Adapted from The Maine Displace Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

SELF-CONCEPT CYCLES

POSITIVE CYCLE	NEGATIVE CYCLE
A person with high self-concept:	A person with low self-concept:
— will be proud of accomplishments;	— will demean her own talents;
— will act assertively;	— will feel powerless;
— will act independently;	— will be easily influenced by others;
— will approach new challenges enthusiastically	— will avoid situations with anxiety;
— will handle frustrations constructively;	— will become defensive and blame others;
— will express true emotions;	— will express narrow range of emotions;
— will display a confident image.	— will feel unsure and unvalued.

Adapted from The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

HOW I FEEL ABOUT MYSELF

Rate how you feel about yourself in each of the following areas. Draw a circle around the appropriate number.

		Very Low	Low			So-So		Pretty Good			Very High
1.	As a person	1	2	3	4	5	6	7	8	9	10
2.	My physical appearance	1	2	3	4	5	6	7	8	9	10
3.	As a friend	1	2	3	4	5	6	7	8	9	10
4.	Intelligence/ability to learn	1	2	3	4	5	6	7	8	9	10
5.	As a parent	1	2	3	4	5	6	7	8	9	10
6.	My spirituality	1	2	3	4	5	6	7	8	9	10
7.	As a worker	1	2	3	4	5	6	7	8	9	10
8.	My healthiness	1	2	3	4	5	6	7	8	9	10
9.	Ability to express myself	1	2	3	4	5	6	7	8	9	10
10.	As a partner in a relationship	1	2	3	4	5	6	7	8	9	10
11.	My inner qualities	1	2	3	4	5	6	7	8	9	10
12.	My lifestyle	1	2	3	4	5	6	7	8	9	10
13.	My emotional self	1	2	3	4	5	6	7	8	9	10
14.	As a woman	1	2	3	4	5	6	7	8	9	10

Adapted from the Maine Displaced Homemaker Program, Augusta, Maine, *Self-Esteem* Curriculum

SELF-CONCEPT CHECKLIST

		ALMOST ALWAYS	OFTEN	RARELY	NEVER
1.	Do you use many "shoulds" & "oughts" with yourself and others				
2.	Are you jealous of the possessions, opportunities or positions of others?				
3.	Are you a perfectionist?				
4.	Do you search for completion through romance, motherhood, work?				
5.	Is it difficult for you to acknowledge your own mistakes?				
6.	Do you criticize or put yourself down?				
7.	Do you attack or dissolve when criticized by others?				
8.	Do you find yourself bragging or exaggerating the importance of your role?				
9.	Do you find yourself judging your behavior by other people's standards or expectations rather than your own?				
10.	Are you possessive in your relationships with friends and/or family members?				
11.	Do you resort to bullying and intimidation in your dealings with others?				
12.	Do you "put people down" so that you can feel "one up?'				

SELF-CONCEPT ACTIVITY 2

Self-concept Checklist (cont.)

		ALMOST ALWAYS	OFTEN	RARELY	NEVER
13.	When faced with new opportunities, do you feel inadequate or insecure?				
14.	Do you have difficulty accepting compliments?				
15.	Do you refrain from expressing your feelings and opinions?				
16.	Do you shy away from taking risks for fear of failure?				
17.	Do you neglect your own needs in order to respond to the needs of others?				
18.	When confronted with problems, etc., do you expect the worst?				
19.	Do you often feel depressed?				
20.	Are you dissatisfied with your body?				

"Almost Always" or "Often" answers to any of these questions may indicate and area of your self-concept that needs attention.

Adapted from the Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

EVALUATING YOUR SELF-CONCEPT

In order to obtain an indication of your prevailing self-concept, score the following statements as follows:

0 if not true
1 if somewhat true
2 if largely true
3 if true

Statement of Present Condition or Action:

____ 1. I usually feel inferior to others.

____ 2. I normally feel warm and happy toward myself.

____ 3. I often feel inadequate to handle new situations.

____ 4. I usually feel warm and friendly toward all I contact.

____ 5. I habitually condemn myself for my mistakes and short comings.

____ 6. I am free of shame, blame, guilt and remorse.

____ 7. I have a driving need to prove my worth and excellence.

____ 8. I have great enjoyment and zest for living.

____ 9. I am much concerned about what others think and say of me.

____ 10. I can let others be "wrong" without attempting to correct them.

____ 11. I have a strong need for recognition and approval.

____ 12. I am usually free of emotional turmoil, conflict, and frustration.

____ 13. Losing normally causes me to feel resentful and "less than."

____ 14. I usually anticipate new endeavors with quiet confidence.

Evaluating Your Self-Concept (cont.)

____ 15. I am prone to condemn others and often wish them punished.

____ 16. I normally do my own thinking and make my own decisions.

____ 17. I often defer to others on account of their wealth or prestige.

____ 18. I willingly take responsibility for the consequences of my actions.

____ 19. I am inclined to exaggerate and lie to maintain a self-image.

____ 20. I am free to give priority to my own needs and desires.

____ 21. I tend to put down my own talents, possessions, and achievements.

____ 22. I am free to speak up for my own opinions and convictions.

____ 23. I habitually deny, alibi, justify, or rationalize my mistakes and defeats.

____ 24. I am usually poised and comfortable among strangers.

____ 25. I am very often critical and belittling of others.

____ 26. I am free to express love, anger, hostility, resentment, joy, etc.

____ 27. I feel very vulnerable to others' opinions, comments, and attitudes.

____ 28. I rarely experience jealousy, envy, or suspicion.

____ 29. I am a "professional people pleaser."

____ 30. I am not prejudiced toward racial, ethnic, or religious groups.

____ 31. I am fearful of exposing my "real self."

____ 32. I am normally friendly, considerate and generous with others.

Evaluating Your Self-Concept (cont.)

____ 33. I often blame others for my handicaps, problems, and mistakes.

____ 34. I rarely feel uncomfortable, lonely, and isolated when alone.

____ 35. I am a compulsive "perfectionist."

____ 36. I accept compliments and gifts without embarrassment or obligation.

____ 37. I am often compulsive about eating, smoking, talking, or drinking.

____ 38. I am appreciative of others' achievements and ideas.

____ 39. I often shun new endeavors because of fear of mistakes or failures.

____ 40. I make and keep friends without trying.

____ 41. I am often embarrassed by the actions of my family or friends.

____ 42. I readily admit my mistakes, shortcomings and defeats.

____ 43. I experience a strong need to defend my acts, opinions, and beliefs.

____ 44. I take disagreement and refusal without feeling "put down" or rejected.

____ 45. I have an intense need for confirmation and agreement.

____ 46. I am eagerly open to new ideas and proposals.

____ 47. I customarily judge my self-worth by comparison with others.

____ 48. I am free to think any thoughts that come into my mind.

____ 49. I frequently boast about myself, my possessions, and achievements.

____ 50. I accept my own authority and do as I, myself, see fit.

Adapted from the Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

SCORING

Add the individual scores of all even numbered statements. From this total subtract the sum of all odd numbered statements. This net score is your current Self-Concept Index, or SCI.

The possible range of one's SCI is from -75 to +75. Yours will fall somewhere in between. Do not be concerned about your SCI, no matter how low, or even negative. Remember your self-concept simply is what it IS, the automatic product of your heritage and total life experience; and thus nothing to be ashamed or embarrassed about.

It is important, however, that you be honest with yourself in order to obtain as valid a score as possible. This score is a beginning reference point in gauging your progress in building self-concept. Also remember, that no matter how low your present SCI my be, you can bring it up to any desired value by conscientious effort.

You may find comfort in the fact that lack of sound self-concept is practically a universal problem that varies only in degree. It is, however, often so well camouflaged by false fronts and other protective devices, that only a trained observer can detect it.

Taken from *Building Self-Esteem*, by L. S. Barksdale, The Bardsdale Foundation, Idyllwild, California, 1972. Adapted from the Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum.

SELF-ESTEEM

Definitions: Self-Concept and Self-Esteem

The **self-concept** is the collection of things you believe to be true about yourself. It is a wide variety of images and beliefs, some of which are easily verified facts, such as I am a woman, tall, African American, a mother, a carpenter, a lesbian, a student, poor. Others are less tangible, and more a matter of opinion, such as I am smart, ugly, lovable, incompetent, attractive.

Self-esteem is the measure of how much you like and approve of your self concept. It is the reputation you have with yourself.

Men's Self-Esteem vs. Women's Self-Esteem

Self-esteem in men is generally seen as a positive value. A man who likes and values himself is seen as normal and demonstrating a healthy self-interest.

Self-esteem in women is considered less great and less urgent. A woman who likes and values herself is often condemned for being vain, arrogant, or conceited. Women are often expected to be submissive and put other people's interests before their own. As a result, many women are afraid that if they start to feel good about themselves, they'd be conceited.

Nothing could be further from the truth. If you think about people you've known who really were arrogant, vain, or conceited, you'll probably notice that in most cases, those self-aggrandizing behaviors were really used to cover insecurity - low self-esteem! The people with high self-esteem are less likely to be tooting their own horns. They know and respect themselves, are aware of their own worth - their good qualities and their flaws, and accept them both. They are more likely to be respectful of other people.

Another difference between men's self-esteem and women's self-esteem is that of self-enhancing tendencies. Women tend to dismiss the things they **do** well, as if those things really weren't important. Men tend to dismiss the things they **don't** do well, as if those things really weren't important.

What this means is that men tend to feel better about themselves because they put more emphasis on what they do well and feel good about, and down play their shortcomings. Women, on the other hand, tend to feel worse about themselves because they down play their strengths, and emphasize their weaknesses.

Where does self-esteem come from?

Self-concept and self-esteeming are not with us at birth - we learned them from two main sources: how others treated us, and what they told us about ourselves.

When we are babies, non-verbal communication—how others treated us—was most crucial to our developing sense of ourselves. Were we cuddled and held and talked to? Did someone respond to our crying? Or were we ignored, left alone to cry? These communicate powerful messages to babies about their place and value in the world.

As we get older, verbal behavior becomes a foundation for our self-esteem and self-concept. Are we told we are worthwhile, loved and loveable, deserving to be alive? Or are we told we are worthless, unloved and unlovable, a burden?

We take those messages in on a deep level, and they stay with us, giving us strength and confidence—or haunting us—throughout our lives.

As adults, our self-concept and self-esteem continue to evolve, and are affected by the way we are treated by people around us, systems of oppression we face, messages from the media, the work we do.

Taken from the *Step-up for Women* Curriculum developed by the Northern New England Tradeswomen Network, Vermont

SOME NOTES ON SELF-ESTEEM

Self-Image: The set of beliefs and images we all have and hold to be true about ourselves.

Self-Esteem: The measure of how much we like and approve of our own self-concept, our assessment of how lovable and capable we are.

Where Does Self-Esteem Come From?

1. How other people treated us.
2. What they told us about ourselves.

In infancy we determined from non-verbal communication whether of not we were worthy. Over time we come to view ourselves essentially as we are viewed by others.

Our thoughts and beliefs determine how we act. Our behavior then reinforces our self-image. It is literally impossible to act differently than we think.

Learn to separate what you can control and what you can't control. Self-concept is learned and tends to be self-perpetuating.

People with a healthy self-concept feel they can take risks and succeed. They see themselves in essentially positive ways. They see themselves accurately and realistically. They are capable of accepting themselves and others as they are without being perfect. They have a high degree of identification with others.

Improving Self-Esteem

1. Ask for what you need.
2. Accept positive strokes.
3. Give the strokes you have to give.
4. Reject toxic strokes.
5. Love yourself.

Created by The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

Let positive messages in. How do you relate to compliments? We let things in that are consistent with the way we see ourselves. We often have beliefs about ourselves that keep us from accepting compliments.

If you don't ask for what you need, you build up resentment and lose respect for yourself. Do what you need to do to take care of yourself and believe that you deserve it.

Helping Others Improve Their Self-Esteem:

1. Listen to and acknowledge thoughts and feelings. Give full attention and respect.
2. Help them create situations to experience success and not failure.
3. Help them to feel reasonable control over their lives.
4. Reinforce them as lovable and capable.
5. Model a positive view of yourself to them.

Patterns People Exhibit When Self-Esteem Goes Down:

1. People over-eat. When people feel good about themselves, food is in perspective.
2. People no longer exercise.
3. People drop their support group.
4. Sexuality gets out of whack. There is either no interest or excessive interest.
5. Time management skills deteriorate.
6. People become addicted to being a couch potato.

Conditions That Are Necessary to Enhance Self-Esteem:

1. People need to feel special, unique.
2. People need to be willing to take risks. There is no self-esteem without risk. Risk should be motivated by wisdom and skill.
    A. Physical risk
    B. Intellectual risks
    C. Spiritual risks—trying to find your own personal definition of God or a Higher Power without relying on platitudes.
    D. Risk for genuine intimacy

Created by The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

Some Notes on Self-Esteem (cont.)

3. Models and mentors are present.
4. There is a deep well of connectedness—a sense of belonging.
5. There is a sense of belonging where we work.
6. There is a strong sense of empowerment. Empowerment comes from making choices and taking charge of one's own life. When we choose rather than respond, we are becoming empowered.

The ways in which we give away our power are: 1. Fear—fear of rejection, fear of abandonment, fear of being different; 2. Media—it tells us what to think, buy, feel; and 3. Peer pressure.

Achievement:

1. Desire—daydream
2. Image—what you think about, you bring about
3. Goal—predetermined idea
4. Expectation—we live up to our expectations
5. Support team—have a positive team

High self-esteem can best be understood as the integrated sum of self-confidence and self-respect.

Self-Confidence: Am I competent to choose? Am I competent to know? To chart the course of my own life?

Self-Respect: The feeling of personal worth. Is it appropriate that I should be happy? That others find me lovable? That I should be treated with respect? That my needs and wants should matter? matter?

The greatest barrier to achievement and success is not a lack of talent or ability but rather the fact that achievement and success above a certain level are outside our self-concept—our image of who we are and what is appropriate to us.

Created by The Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

Some Notes on Self-Esteem (cont.)

The Will to Fail—Subtle Signs of Failure:

1. Secondary activities
2. Procrastination
3. Rationalization
4. Negativism
5. Withdrawal
6. Overcompensation
7. Depression
8. Substitution
9. Perfectionism

If you always feel bad, you may need to get out of your present environment. Beware of what the unconscious mind may be causing you to do. Are you consistently with people who bring you down?

Identification means that we mentally and emotionally lose ourselves in something inside or outside ourselves. St means to wrongly take something as being part of our essential selves. Such things as material possessions, good looks, children, power, or a particular job can overwhelm our own sense of ourselves. The moment we identify with anything, we become afraid of losing it. Happiness is not what you have, but who we are

If success exists, so must failure. Have you noticed how concerns with results keeps you jittery? You do not need to depend upon good results to make you feel good. Psychological survival does not depend on this or that happening. It is important to learn from failure. An unsuccessful experience does not make you a failure as a person. Actually, there are no failures in life—only new directions.

HOW WE PERPETUATE LOW SELF-ESTEEM

Are you feeding the beast, of, low self-esteem through the following factors? By recognizing and understanding the fact, that this is happening, we can change our behavior and starve the beast. We perpetuate low self-esteem:

1. By lacking faith, both in ourselves and in an ordered, beneficent and purposeful Universe.

2. By lacking a sense of meaning and purpose in life as well as, clear-cut goals and objectives to motivate and guide our decisions and endeavors. Thus we lack a sense of progress or accomplishment.

3. By depending on others for a sense of importance and realness.

4. By failing to accept complete responsibility for our life and well-being. By not taking charge of our own life and directing it into constructive channels.

5. By self-indulgence and doing what comes easiest. By reacting instead of thinking and acting for ourselves.

6. By failing to recognize and exercise our own innate authority to do anything we ourselves see fit. By depending on others for what we can and need to do for ourselves. By requiring the "permission," confirmation and agreement of others.

7. By adhering to false concepts, values and assumptions that bring about condemnation, blame and guilt and thus destroying any remaining shred of self-esteem:

8. By identifying with our actions. By not seeing the difference between "who we ARE" and "what we DO." By indulging in self-blame, shame, guilt, and remorse.

9. By failing to develop our inherent capabilities and talents in order to make the most of our innate potential.

10. By not allowing ourselves the right and freedom of full expression—to make mistakes, to "goof off," to fail.

11. By making comparisons with others a gauge of our own worth and importance—by feeling we are required to "prove" ourselves "better than"—not realizing that what another does, or does not do, has no valid bearing on our own worth and importance.

12. By neglecting to take any appropriate action within our capabilities, no matter how small or seemingly unimportant, that will enhance our sense of self-worth.

13. By resisting. By being fearful and anxious about things we can do nothing about, instead of facing up to and accepting the reality of "what is."

14. By being impatient, harsh and demanding with ourselves.

Taken from *Building Self-Esteem*, by L. S. Barksdale, The Barksdale Foundation, Idyllwild, CA, 1972.

RAISING SELF-ESTEEM

In his book entitled, *How to Raise Your Self-Esteem*, Nathaniel Brandon outlines some useful tools. He starts out by showing how important self-esteem is to all of us—how it affects us in every aspect of our lives and how it is the key to understanding ourselves and others.

In order to raise their self-esteem, Mr. Brandon has people consider living more consciously, learning self-acceptance, getting rid of guilt, honoring their younger selves, living responsibly and authentically. The main technique for achieving these understandings that he uses is sentence completion. This tool gives you a chance to explore your ideas, points out new directions you can take, and encourages you to try new ways of doing things.

Try using the following sentence stems as a guide. On a separate sheet of paper, write 5-7 responses to each stem:

I. Living Consciously
   A. I like myself the most when I…
   B. I like myself the least when I…
   C. The areas of my life where I am most conscious about what I'm doing, feeling, or thinking are…
   D. The areas of my life where I am least conscious are…
   E. For each of the areas in D., the hard thing about staying fully conscious is…
   F. For each of the areas in D., the good thing about not being fully conscious is…
   G. If I were to stay fully conscious in those areas…

II. Self-Acceptance

   A. Sometimes, looking back over my life, I can hardly believe that at one time I…
   B. It's not easy for me to admit that…
   C. It's not easy for me to be self-accepting when I…
   D. One of my emotions I have trouble accepting is…
   E. One of my actions I have trouble accepting is…
   F. One of the thoughts I tend to push out of my mind is…
   G. One of the things about my body I have trouble accepting is…
   H. If I were more accepting of my body…
   I. If I were more accepting of things I have done…

Raising Self-Esteem (cont.)

J. If I were more accepting of my feelings…
K. If I were more honest about my wants and needs…
L. The scary thing about being self-accepting is…
M. The good thing about being self-accepting might be…
N. I am becoming aware…
O. I am beginning to feel…
P. As I learn to stop denying my experience…
Q. As I breathe deeply and allow myself to experience self-acceptance…

III. Liking Yourself

A. If I were willing to admit how much I secretly like myself…
B. The good thing about pretending to dislike myself is…
C. If I had the courage to admit that, whatever my shortcomings, I like myself…
D. Sometimes I dislike myself when I…
E. One of the things I dislike about myself is…
F. One of the things I like about myself is…
G. I like myself least when I…
H. I like myself most when I…
I. Mother gave me a view of myself as…
J. Father gave me a view of myself as…
K. When I feel disliked…
L. When I'm proud of something no one else cares about or understands…
M. If I were to admit how much I secretly like myself…
N. The good thing about pretending to dislike myself is…
O. The scary thing about admitting that, faults or no faults, I like myself is…
P. I am becoming aware…
Q. If any of what I'm writing is true…
R. If I were willing to breathe deeply and allow myself to experience the joy of being…

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

IV. Guilt

"If we can look at our personal context with compassion and the desire to understand (without for a moment denying the wrongness of our behavior); if we can be to ourselves a good friend who really wants to know where we were coming from when we behaved as we did—then we can heal ourselves; we can feel remorse and regret but not self-damnation. And the most likely consequence is the determination to do better in the future…Suffering is just about the easiest of all human activities; being happy is just about the hardest. And happiness requires, not surrender to guilt, but emancipation from guilt."

A. If I were willing to look fully at what I did (or failed to do)…
B. When I did what-I did, I told myself…
C. One of the things I might learn from the experience Is…
D. If I were willing to see what I see right now…
E. One of the ways to avoid making this mistake in the future is…
F. If I were to remain as conscious as I am right now…
G. I would like myself more if I…
H. When I act against what I understand perfectly well…
I. I am becoming aware…
J. As I become more willing to understand what I am writing…
K. As I imagine how I would feel if I behaved more appropriately in the future…
L. As this issue becomes clearer and clearer to me…

V. Living Responsibly

A. Sometimes, when things aren't going well, I make myself helpless by…
B. The good thing about making myself helpless is…
C. Sometimes I try to avoid responsibility by blaming…
D. Sometimes I keep myself passive by…
E. Sometimes I use self-blame to…
F. If I took more responsibility when working…
G. If I took more responsibility for the success of my relationships…
H. If I took responsibility for every word I utter…
I. If I took responsibility for my feelings…
J. If I took responsibility for my actions, moment by moment…
K. If I took responsibility for my happiness…
L. If the only meaning in my life is the meaning I am willing to create…
M. If I were willing to breathe deeply and fully experience my own power…

V. Living Responsibly (cont.)

N. If I were willing to see what I see and know what I know…a
O. Right now it is very clear that…

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

STEPS TO A MORE CONFIDENT YOU

1. Recognize your strengths and weaknesses and set your goals accordingly.

2. Decide what you value, what you believe in, what you realistically would like-your life to be like.

3. Determine what your roots are. By examining your past, seek out the lines of continuity and the decisions that have brought you to your present place. Try to understand and forgive those who have hurt you. Forgive yourself for mistakes, sins, failures, and past embarrassments. Permanently bury all negative memories after you have sifted out any constructive, lessons they may provide.

4. Look for the causes of your behavior in physical, social, economic and political aspects of your current situation and not in personality defects in you.

5. Remind yourself that there are alternative views to every event. This enables you to be more tolerant of others and more generous in dismissing what might appear to be rejections or put-downs of you.

6. Never say bad things about yourself; especially never attribute irreversible- negative traits to yourself like "stupid", "ugly," "uncreative," "a failure."

7. Don't allow others to criticize you as a person; it is your specific actions that are open for evaluation and available for improvement; accept such constructive feedback graciously if it will help you.

8. Remember that sometimes failure and disappointment are blessings in disguise, telling you the goals were not right for you, the effort was not worth it, and a- bigger letdown later on may be avoided.

9. Do not tolerate people, jobs, and situations that make you feel inadequate. If you can't change them or yourself enough to make you feel more worthwhile, walk on out or pass them by. Life is too short to waste time on downers.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

10. Give yourself time to relax, to meditate, to listen to yourself, to enjoy hobbies and activities you can do alone.

11. Practice being a social person. Enjoy the unique qualities and wide variety of other people. Imagine what their fears and insecurities might be and how you could help them. Decide what you need from them and what you have to give. Then, let them know that you are ready and open to share.

12. Develop long-range goals in life with specific short-term sub-goals. Develop realistic means, to achieve these sub-goals. Evaluate your progress regularly and be the first to pat yourself on the back or whisper a word of praise in your ear.

13. You are not an object to which bad things just happen, a passive nonentity hoping, like a garden slug, to avoid being stepped on. You are the culmination of millions of years of evolution of our species, of your parents' dreams, of God's image. You are a unique individual who, as an active actor in life's drama, can make things happen. With confidence in yourself, obstacles turn into challenges and challenges into accomplishments Low self-esteem then recedes, because, instead of always preparing for and worrying about how you will live your life, you forget yourself as you become ab-sorbed in the living of it.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

"Self-esteem is a choice, not a birthright."

1. I can choose to accept myself
2. I can choose to focus on my strengths.
3. I can choose to challenge negative thoughts.
4. I can choose positive statements (affirmations) to re-program my view of myself.
5. I can choose positive images (visualizations) to help me feel good about myself and to help me achieve my goals.

1. I can choose to accept myself
   - A. I like myself most when I:
     ____
     ____
   - B. When I realize that no human being can be perfect, I accept my:
     ____
     ____
2. I can choose to focus on my strengths
   - A. What am I proudest of?______________________________
   - B. What am I good at?______________________________
   - C. How have I grown in the last year?______________________________
   - D. What are my natural abilities and gifts?______________________________

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

Taking Responsibility for Increasing My Self-Esteem, (cont.)

3. I can choose to challenge negative thoughts

A. Undoing Downers: Keep track of what triggers negative self-statements in you for two weeks. What seems to happen over and over that causes you to put yourself down? Become actively conscious of your negative self-talk. (Use the Self-Talk Inventory). Every time you start to put yourself down, say, "Stop." Practice this until you stop putting yourself down all the time. Reward yourself when you are able to stop a negative thought.

B. Practice changing critical self-talk: Write down the critical things you usually say to yourself in the left hand column. For each one, write down in the right hand column a more nurturing and more realistic statement to counter the negative talk. For example:

Critical Self-Talk	Nurturing Self-Talk
No one likes me.	Everyone who really knows me likes me.
I'm fat and ugly.	I have a pretty face and a soft, curvy body.
I can't do anything	I do a lot of things well right and am learning more skills.
I am shy.	I get nervous in large groups of strangers when it is un-structured.

Now try your own:

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine, *Self-Esteem* Curriculum

LEADERSHIP COMPETENCIES

WOMEN

1. View selves objectively and laugh at absurdities.
2. Bounce back quickly from setbacks.
3. Take personal responsibility for things that go wrong at their institutions.
4. Comfortably discuss their own strengths.
5. Set high standards for their own performances.
6. Use analogies to help people understand.
7. Take calculated risks.
8. Introduce new ideas into their institutions.
9. Are alert to identify problems before they become critical.
10. Make a unilateral decision when the situation demands.
11. Help people understand implications of policies and decisions.

MEN

1. Perceive selves as able to make important contributions to society.
2. Prefer environments that are dynamic and open to change.
3. Enjoy challenges and seek them out.
4. Move swiftly to take advantage of opportunities.
5. Set goals that are challenging but realistic.
6. Build behind-the-scenes support for positions.
7. Exhibit a consistent pattern of casual interaction with people at their institutions.
8. Take time to get to know all members of faculty.

Leadership Competencies (cont.)

12. Provide opportunities for subordinates to be in the spotlight.
13. Take people's feelings into account when making decisions.

Prepared by Carolyn Desjardins, Ph.D., National Institute For Leadership Development, Phoenix, AZ, (602) 223-4292

TABLE #1

TRADITIONAL VALUES	NEW VALUES
Self-denial ethic	Self-fulfillment ethic
Higher standard of living	Better quality of life
Traditional sex roles	Blurring of sex roles
Accepted definition of success	Individualized definition of success
Traditional family life	Alternative families
Faith in industry, institutions	Self-reliance
Live to work	Work to live
Hero worship	Love of ideas
Expansionism	Pluralism
Patriotism	Less nationalistic
Unparalleled growth	Growing sense of limits
Industrial growth	Information/service growth
Receptive to technology	Technology orientation

Taken from *Step-up for Women* Curriculum development, by the Northern New England Tradeswomen Network, Vermont

POWER/PRIVILEGE CHART

NORMS		OTHERS
Rich	[classism]	Poor
Male	[sexism]	Female
White	[racism]	Color
Heterosexual	[heterosexism/ homophobia]	Gay/lesbian/ bisexual
Christian	[anti-semitism/religious intolerance]	Jew, Muslim, Pagan, etc.
Young Adult	[ageism]	Old, Children
Able-bodied/Healthy	[ableism]	Handicapped, Differently abled
Thin	[sizeism]	Fat
College educated		Non-college
White collar/ professional	[classism]	Blue collar

What are the sources of power?

Economic power: affects your personal behavior and access to resources; how you act on the job; how you have to act around your welfare caseworker, and how they have the economic power to make your life difficult.

Institutional power: attitudes that are not backed by institutional power can be bigoted, but they are not "-ist", that is, true oppressions without institutional backing.

What are the institutions? Government, law enforcement, banks, schools, etc.

Other sources of power are: Institutionally support group and individual violence;
Prior claim/divine rights (says, it's always been this way, so this is the right way for things to be.)

Taken from *Step-up for Women* Curriculum development, by the Northern New England Tradeswomen Network, Vermont

GENDER ROLES

A Man is Taught	A Woman is Taught
- to control	- to do what she's asked
- to score, to achieve	- to be pleasing to a man
- to pursue goals, take charge	- to hurt no one's feelings
- to discuss women's bodies	- to look good
- to have a dream	- to be taken care of
- to work as a team	- to compete for a man's attention
- to take risks, challenges	- to care for others before self
- to make the rules, decisions	- to follow rules
- to put women on a pedestal	- to let others make choices for her
- to expect service from women	- to be friendly, helpful
- to belittle girlish things	

Taken from *Changing Roles of Men and Women - Educating for Equity in the Classroom*, Vocational Studies Center, School of Education, University of Wisconsin-Madison (1991).

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADE AND TECHNICAL CAREERS

I. **DUTY:** A ELIMINATE INTERNAL BARRIERS

TASK: A-5 Eliminate Internal Sex-Role Stereotyping

II. INTRODUCTION:

Internalized stereotypes limit an individual's beliefs of what she or he can accomplish. Very often, those internal stereotypes are formed from interaction with external societal stereotypes. Therefore, the best remedy to eliminating internal stereotypes is to eliminate external, societal stereotypes.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Define sexism and sex roles.
Identify negative effects of stereotyping .
Analyze the negative effects of stereotyping on both men and women.
Analyze the effects of stereotyping on career choices.
Evaluate instructional strategies as they relate to gender bias.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Survey attitudes toward sex roles and stereotyping using an attitude awareness survey. (See attached examples and/or use GENDER COMMUNICATIONS QUIZ in Task B-7, page 20).
Compare attitudes to develop an inventory for non-biased classroom. instruction.
In small groups, develop a definition of sexism and then compare and contrast with other groups to achieve consensus on definition.
Construct an interview process among teachers to identify past practices regarding sex roles and stereotyping.
Identify individual decision-making processes regarding career choices.
Establish various scenarios and role play possible solutions to the problems.

V. EVALUATIONS:

Educators will be able to:

Develop a list of ways to eliminate stereotyping in the classroom.
Develop three scenarios for role playing within the classroom.
Write summary comments on what they have gained.

VI. RESOURCES:

University of Wisconsin-Madison Survey Instrument (See attached).
AAUW Survey Instrument (See attached).

VII. SPECIAL NOTES:

DOES YOUR ORGANIZATION'S ATMOSPHERE FOSTER WORKING TOGETHER?

by Tasha Iebow

This checklist is designed to help you assess whether an organization facilitates trust-building relationships and effective collaboration. The generic term organization could mean a school district, an administrative office, a school building, or classroom, whichever is appropriate. This checklist is an informal assessment tool intended to identify areas for future attention.

Directions: Record your YES or NO responses to the Following questions. This checklist may be used as a collaborative exercise by having several people individually complete it and then meet to discuss their observations.

YES NO I. ORGANIZATIONAL ISSUES

___ ___ 1. Are women and minorities in visible Positions of authority that guarantee input into decisions and allow them to serve as role models and mentors for others?

___ ___ 2. Are values of justice(equity, shared power, pluralism) modeled by how the organization is run?

___ ___ 3. Is participation in the decision-making process by advocacy and special interest groups systematically established (rather than a response to crisis)?

___ ___ 4. Are specific strategies in place to ensure representation of all groups on committees, planning groups, screening boards, etc.?

___ ___ 5a. Does the organization employ a participatory decision-making model?

___ ___ b. Is there mutual accountability?

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

ORGANIZATIONAL ISSUES, continued

YES NO

___ ___ c. Are there opportunities for peer review?

___ ___ 6a. Does the organizations's nondiscrimination policy specifically cover race, gender, national origin, and disability?

___ ___ b. If a generic policy is stated, are specific aspects for each population delineated in the implementation guidelines?

___ ___ 7. Are meetings arranged to ensure the greatest participation (e.g., announced in advance, held in rotating locations, and led by diverse co-chairpersons)?

___ ___ 8. Are announcements and notices translated into languages that exist within the community?

___ ___ 9. Are all school-home communications reviewed to ensure a readability level appropriate for the total community?

II. CLIMATE ISSUES

YES NO

___ ___ 10. Is it emphatically clear that racist, prejudiced, or sexist language and behaviors by students and staff will not be tolerated?

___ ___ 11. Are school events organized and facilitated that bring together diverse groups?

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

CLIMATE ISSUES, continued

___ ___ 12. Does the organization provide opportunities for dialogue among diverse groups on shared concerns of priorities?

___ ___ 13. Does the organization's atmosphere encourage the expression of dissenting opinions?

___ ___ 14. Does the physical environment (bulletin boards, display cases, holiday observances, etc.) reflect true American diversity?

___ ___ 15. Are any school symbols or mascots employed that offend racial or ethnic groups of women?

III. STAFF DEVELOPMENT

YES NO

___ ___ 16. Are there significant opportunities for all staff to gain exposure to the educational equity issues and concerns of specific populations?

___ ___ 17. Do all inservice programs include content relating to the equity needs of specific populations?

___ ___ 18. Are bilingual/multicultural inservice plans integrated with the overall district inservice plan?

___ ___ 19. Are staff trained in group process, conflict management, cross cultural communication, and other skills essential to working with diverse populations?

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

STAFF DEVELOPMENT, continued

___ ___ 20. Are current trends in education (school improvement, high-risk students, substance abuse prevention, teen-age pregnancy, etc.) addressed as issues pertinent only to one group or gender?

IV. CURRICULUM AND EDUCATIONAL PROGRAMS

YES NO

___ ___ 21. Do representative numbers of women and minority groups actively participate in all curriculum development activities?

___ ___ 22. Does the curriculum contain factual, nonstereotypic information on the diverse roles and contributions of minority groups and women?

___ ___ 23. Is evaluation for race, ethnic, and gender bias required before new textbooks are approved?

___ ___ 24. Are existing textbooks and library collections reviewed to identify biased information?

___ ___ 25. Are supplemental materials that rectify biases in Traditional materials provided?

___ ___ 26. Are cooperative learning techniques regularly employed?

___ ___ 27. Are any ability grouping arrangements flexible, temporary, and applicable only to specific skills taught in that grouping?

___ ___ 28. Does the curriculum include human relations and cross cultural communication content?

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

CURRICULUM AND EDUCATIONAL PROGRAMS, continued

___ ___ 29. Are enrollments in the following "gatekeeper" courses monitored for disproportionality of race, gender, handicap, ethnicity, and nonstandard or limited English?

___ ___ a. Advanced math and science

___ ___ b. Basic skills courses

___ ___ c. Vocational education

___ ___ d. Special education categories

___ ___ 30. Are data pertaining to discipline referrals, actions, and suspensions regularly collected and assessed for imbalances in gender, race, and national origin?

___ ___ 31. Are holiday observances, extracurricular activities, special assignments, awards, scholarships, etc. monitored to ensure balanced participation by all groups?

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

SCORING FOR THE CHECKLIST

Scoring:

For questions 1 through 31 record ONE POINT for every YES answer you have recorded, with the exception of questions number 15 and 20. Record ONE POINT for a NO response to questions 15 through 20.

Rating your organization:

32-36	Exemplary organization and a model others—Good Work!
26-31	You have a good start, but some key areas still remain for further attention.
20-25	Significant attention should be given to those areas identified as weak by the checklist. Activities that identify weaknesses for each specific target population are advisable.
0-19	Time for considerable attention to the equity environment of your organization. Begin by meeting with people who share your concern about equity issues to initiate a more in-depth evaluation process and long-range planning.

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

GENDER EQUITY ASSESSMENT GUIDE

This guide for assessing gender fairness in elementary and secondary schools is designed for use by AAUW branches*, other community groups, school officials, teachers and parents. It provides a mechanism for:

- ○ Assessing the status of women and girls within a school or school district
- ○ Highlighting information about a school system's efforts to ensure equitable treatment of female students and staff
- ○ Determining areas in need of improvement, so that AAUW and others in the community can work with the school system to bring about needed changes, and
- ○ Judging progress toward the goal of gender-fair education through annual assessment.

The *Gender Equity Assessment Guide* is divided into sections that deal with critical components of school programs that have an impact on learning, achievement, and advancement of girls and women. Since most school systems will be making at least some effort in each area, the assessment process is not a check-off or rating system, but a device for marking progress along a continuum. It will help those making the assessment determine if action in a particular area will require a major effort (for programs ranked near the low end of the continuum), if only minor changes may be needed to strengthen the program, or if a school's outstanding work in a particular area should be publicized to the community.

Some items on the Assessment Guide are covered by federal law (such as treatment of pregnant students); others may be a matter of school policy or practice. In some cases, exact measurement of an item will be difficult-but every item listed is important to female students and staff and is worthy of discussion. Steps for effective use of the Assessment Guide are outlined below.

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

1. The first objective of the *Gender Equity Assessment Guide* is to build awareness of the ways in which girls are shortchanged in schools and of why educational equity is a critical issue for students, teachers, parents, and school officials. The AAUW Report publications, *Shortchanging Girls, Shortchanging America: A Call to Action*, the packet of three issue briefs, and the *Shortchanging Girls, Shortchanging America* video (available through the AAUW Sales Office, 800/225-9998, ext. 96) can be used to effectively convey information about the ways in which girls and boys receive unequal education in our nation's schools. Present programs on educational equity issues for parent-teacher organizations, the school board, education committees, and community groups.

   *** If you are not a member of AAUW branch and would like to be, call 202/785-7743**

   Before making any presentations, do your homework. Inform yourself about the school system's priorities so your approach to them can be framed in terms of helping local educators and administrators achieve their goals. For example, all schools are working hard to raise the achievement levels of all students. Emphasize that reaching that goal will not be possible without attention to the educational needs of girls.

2. To use the Assessment Guide effectively it is important to have allies within the school system and the broader community who share your commitment to educational equity. Identify individuals and groups interested in working with you and willing to collaborate on use of the Assessment Guide. School officials will be more open to use of the Assessment Guide if a broad community-based effort is in place that demonstrates interest and commitment from a number of diverse groups.

   In addition to having allies in the community, you will need allies within the school district. To find these allies, start by looking at your local AAUW branch. AAUW branches typically include members who are teachers, administrators, school board members, and leaders of parent organizations. Join forces with these individuals to identify people who should be contacted to discuss using the

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Assessment Guide. Key allies from the school system, as well as community opinion leaders, should be on the team that meets with school officials to discuss use of the Assessment Guide. Officials will be more comfortable with the assessment idea if it is proposed by people they know and work with regularly. It is important that the tone of your conversations be one of collaboration, rather than one of "checking up on" school officials.

3. When you know who you need to talk to in order to obtain permission to use the Assessment Guide, set up a meeting. Explain that the Assessment Guide is intended to help school officials determine two things: what programs and policies the school has in place that are helpful to female students and may be models for others, and which areas are in need of improvement.

   In talking about how to use the Assessment Guide, it is important to be flexible and open to suggestions for adapting it to meet local needs. For example, the Assessment Guide deals with all aspects of schooling, but you may want to focus your efforts on two or three areas.

   Some of the items included in the Assessment Guide, such as enrollment patterns, are easily quantifiable. Who has access to that information and the authority to provide information to you? Assessing non-quantifiable areas may require classroom observation or interviews. Will branch members be permitted to observe classes and talk to teachers and students about their school experiences? Can teachers, administrators, and interested parents be enlisted as observers?

4. Once you have completed all or part of the Assessment Guide, you'll need to analyze the information you've collected. In which areas did the school rank highest? Which items on the Assessment Guide seem to be in greatest need of attention and improvement? Based on your conversations with students, teachers, and school officials, which of those areas should be the top priority for attention? When you identify outstanding models, please share them with AAUW's Program and Policy staff (2O2/785-7761).

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

When you've identified the areas in need of improvement, begin to think about strategies for making positive change. What resources are available in the school and in the community that could be used to improve education for girls? It will be important to involve the school officials who have enabled you to use the Assessment Guide in deciding how to respond to the information you've obtained, but it is also important to demonstrate that you've considered some possible responses, identified resources, and are willing to make a commitment to help find a solution to problems highlighted by the Assessment Guide.

5. Schedule a meeting with the superintendent or other school official who gave the go-ahead for the gender equity assessment. Review the results of your assessment effort and your preliminary recommendations to improve areas in which girls are not receiving an equitable education. Provide information about resources available through your branch and in the community that can assist in making the changes you've suggested. For example, if girls are not continuing to take science courses once their requirements are completed, offer the names of local businesses that are willing to give release time to women scientists to act as role models/ mentors for girls. Offer to do a presentation on the results of the assessment for other groups, such as the school board. Focus on planning strategies for action in response to the picture you developed in your assessment. If you do make a presentation to the school board, be sure to take enough copies of your materials on the Initiative for board members, school staff, and the press. Start your presentation by congratulating school officials for the good things they're doing, before moving to the areas in need of attention. This will help to ensure that the board and superintendent welcome you the next time you call.

In all of your discussions about and work with the *Gender Equity Assessment Guide*, be sure to stress the positive aspects of the effort. School officials should be commended for their willingness to examine how their policies and practices may result in a different quality of education for female and male students. That willingness demonstrates a true interest in educational equity—an interest that will pay off in higher achievement for all students.

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

As you conduct your assessment, you are likely to find areas in which the school is doing a good job of providing equal educational opportunities for girls and boys. Take advantage of every available opportunity to recognize the school for those positive measures through presentations to school and community groups and by working with the press.

GUIDE TO ASSESSING GENDER EQUITY

I. ENROLLMENT PATTERNS

The school maintains records on enrollment patterns by race, gender, and numbers of students with disabilities for each subject area and course.

No enrollment pattern records	*Enrollment patterns kept and analyzed annually for differential impact*

Notes: ____

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The school board has adopted formal policies stating that all courses and activities are open to all students regardless of sex, race, or disability.

No policy	*Policy is in place and fully implemented*

Notes: ____

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Students are not tracked into traditional courses of study by gender or race. (For example, home economics classes are not attended only by girls while boys go to woodshop.)

Students are tracked by gender, or no records available	*Enrollment patterns show no evidence of tracking by gender*

Notes: ______________________________

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The rates of participation in gifted and talented programs, advanced placement courses, and honors programs reflect the race, gender, and ethnic population of the student body.

Participation rates do not reflect student population, or no records available	*Participation rates reflect student population*

Notes: ______________________________

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Girls and boys have opportunities to participate in equitably funded extracurricular, athletic, and vocational programs.

No funding/resources for girls' programs	*Funding/resources are equal*

Notes: ______________________________

II. Math/Science

Girls and boys participate in advanced mathematics courses such as calculus at rates that reflect their proportions in the school population.

Boys participate at much higher rates than girls, or no records available	*Girls and boys participate at equal rates*

Notes: ______________________________

Girls and boys are in advanced science courses such as physics at rates that reflect their proportions in the school population.

Boys participate at much higher levels than girls, or no records available	*Girls and boys participate at equal rates*

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Notes: ______________________________
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Consideration is given to hiring women and men to teach math and science classes at all levels.

No effort is made to recruit and hire women math and science teachers	*School system actively seeks women math and science teachers*

Notes: ______________________________
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In-service training is available to elementary and secondary teachers to strengthen their sex-equitable mattuscience teaching techniques.

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No training available	*All teachers receive training*

Notes: ______________________________
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Guidance counselors encourage girls to continue studying math and science.

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No encouragement given to provide gender-fair assistance	*Counselors are trained*

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Notes:

III. Curriculum

The school/school system has procedures in place to review textbooks, teaching methods, and curricula for gender-role stereotyping.

No procedures

Procedures are fully implemented

Notes:

Materials and curricula have a multicultural focus that helps students from diverse backgrounds see the contributions of all communities.

No multicultural focus

All materials/courses have a multicultural focus

Notes:

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

A multicultural curriculum is employed regardless of the makeup of the student body.

No multicultural curriculum	*Multicultural curriculum is in place*

Notes:

Multicultural and gender sensitivities are raised in every aspect of the curriculum and included in an annual curriculum review process.

No review for multicultural and gender sensitivity	*Effective review process is in place and implemented*

Notes:

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

IV. TEEN PREGNANCY AND PARENTING

Elementary schools offer decision-making/family life programs.

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No programs

Programs are in place in every grade and are evaluated regularly

Notes: ____

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Health care providers associated with the school offer reproductive health services.

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No reproductive health services provided

Full range of reproductive health services provided

Notes: ____

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

The school system has proactive programs to keep pregnant and parenting students in school. (Such programs could include alternative schools, home visits, tutoring efforts, child care services, and mentoring initiatives.)

No programs	*Programs are in place and evaluated regularly*

Notes:

The school system has a sequential K-12 family life education curriculum in place in which all students participate unless their parents/guardians request that they not attend.

No family life education program	*Family life education program is in place and evaluated regularly*

Notes:

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

V. VOCATIONAL EDUCATION

The vocational education program includes literacy and remedial education courses that teach students job-readiness skills and prepare them for success in the job search.

No program	*Literacy, remedial, and job-readiness programs are in place and evaluated regularly*

Notes:

The vocational education counselors/teachers/staff do not track students by gender or race.

Enrollment patterns show traditional majority of one race or sex in vocational courses of study	*Enrollment patterns indicate no tracking by gender or race*

Notes:

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

The school provides work placement services to help students become economically self-sufficient.

No work placement are in place and evaluated regularly	*Work placement services*

Notes: ______________________________

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The work placement services are gender-fair, informing women of the economic benefits of nontraditional work and actively recruiting them into these fields.

Services steer students into traditional fields	*Services emphasize non-traditional job opportunities*

Notes: ______________________________

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

VI. EDUCATORS

The school/school system provides teachers, counselors, and administrators with training in gender/race/class fairness.

No training available	*All employees receive training*

Notes: ______________________________

Teachers in each school use available on-site curricular and background materials to help them teach a diverse student body.

No materials available	*Materials are available and used frequently*

Notes: ______________________________

The school system has policies in place and is making ongoing efforts to hire women as principals, superintendent, and in other key administrative positions.

No effort underway	*Active recruitment and hiring efforts*

Notes: ______________________________

Ongoing in-service training and implementation in cooperative group learning/teaching is available for teachers and is put to use in the classroom.

No training available	*Training is available to and used by all teachers*

Notes: ____________________

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VII. ASSESSMENT AND CAREER TRACKING

The school uses authentic assessment methods and has moved away from reliance on standardized multiple-choice tests.

School uses only standardized tests for assessment	*A variety of assessment mechanisms are used and are evaluated for race, gender, and class fairness*

Notes: ____________________

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Women and minorities receive state and local scholarships in proportion to school population.

Scholarship patterns do not reflect the school population	*Scholarship awards to women and minorities reflect their proportion of the student body*

Notes: ____________________

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Counseling on post-secondary education and career options is gender- and race-neutral.

Counseling steers students to traditional options is a priority	*Gender- and race-neutral counseling is*

Notes: ____________________

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Girls receive non-gender-stereotyped counseling on course enrollment throughout elementary and secondary school.

Girls are steered into traditionally female courses, or no course enrollment counseling available	*Course enrollment counseling is not stereotyped on the basis of gender*

Notes: ______________________________

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VIII. LEARNING ENVIRONMENT

Teachers/counselors/administrators demonstrate equally high expectations of all students regardless of gender, race, religion, sexual preference, socioeconomic status, disability, etc.

Expectations are based on students' gender, class, race, etc.	*High expectations are held for all students*

Notes: ______________________________

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Mentoring and job shadowing programs are available to overcome effects of sex and race bias.

No mentoring or job shadowing programs are available

Mentoring and job shadowing programs focus on nontraditional careers

Notes:

The school creates and publicizes policies and procedures for reporting and responding to complaints of sexual harassment and sex discrimination.

No policies and procedures

Policies and procedures are well-publicized and fully implemented

Notes:

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

The school has a gender discrimination grievance policy and procedure that is accessible to all and widely advertised.

No grievance policy — *Policy is well-publicized and fully implemented*

Notes: ____

Substance abuse programs address the particular needs of women and girls, such as reproductive health concerns.

No attention to the needs of women and girls — *The needs of women and girls are a focus of the program*

Notes: ____

The school system encourages cooperative group learning/teaching.

No cooperative learning/ teaching is in place — *Cooperative learning/ teaching is a priority*

Notes: ____

Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Students and faculty avoid collaborative silence when students or faculty demonstrate bias/ discriminatory behavior.

Collaborative silence is condoned	*There are always appropriate consequences for discriminatory behavior by students, faculty, administrators, and other staff*

Notes: ______________________________

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Taken from *Changing Roles of Men and Women*, Vocational Studies Center, School of Education, University of Wisconsin-Madison

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-1 Revise Printed Materials and Graphics to be Gender Positive

II. INTRODUCTION:

Research shows that the use of language when referring to a person has a strong effect on the ability to work productively. Gender positive language is inclusive language where as gender neutral language and images tend to reinforce the traditional stereotype each person associates with the organization or trade.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Develop criteria for the selection of gender positive language and images.
Understand the benefits of using gender positive language and images to organizations.
Use gender positive language and images in daily activities.
Use gender positive language and images with internally generated materials.
Select gender positive language and images with externally acquired materials.
Understand the power of language and images as it relates to gender equity.
Use gender positive language in the workplace.
Use gender positive images in the workplace.
Send a gender positive message to customer base.
Sensitize workforce to the power of language as it relates to gender equity.
Sensitize workforce to the power of images as it relates to gender equity.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:
Discuss "Eliminating Sexist Language" etc. student task B7, page 6, page 7-8, and page 9-10.
Use gender positive language.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont'd):

Encourage leaders to use gender positive language.
Develop selection criteria for printed materials and graphics.
Seek out gender positive graphics (safety poster, motivational posters, etc)
Develop criteria for publications and materials or display for employees and customers.
Develop criteria for gender positive language and images used in internally generated presentations, relationships, graphics, etc.
Discuss added value of diversity to the profit of the company.
Develop employee team to review graphic and printed materials.
Assign oral and written presentations using gender positive language and images.
Program computer for gender positive grammar check.

V. EVALUATIONS:

Educators will be able to:

Recognize newsletter articles which use gender positive language and images.
Identify leaders who use gender positive language.
Encourage employees to use gender positive language.
Use gender positive graphics/posters.
Encourage to self select gender positive materials.

VI. RESOURCES:

Student audience B7 pages 6-10
Posters: Women's Bureau
National Tradeswomen Network
Women Unlimited
MOICC
OSHA

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-2 Eradicate Exploitation of Women and Men in Media

II. INTRODUCTION:

Sex-role stereotyping, which affects individual attitudes, is persuasive in the media. By being sensitive to sex-role stereotyping in the media, an educator will become aware of the environment which influences her/his own values, attitudes and judgement.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify the sex-role stereotyping in media including, but not limited to, textbooks, instructor-generated materials, written and promotional materials, clothing, TV, radio and newspapers.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Discuss of Sex-role stereotyping in media.
Discuss Dr. Seuss' *The Sneetches*.
Review textbooks and other materials for stereotyping.
Exchange and examine classroom materials

V. EVALUATIONS:

Educators will be able to:

View a current popular video (i.e. *Teachers*), and identify three stereotypes and their effects on women and men. Discuss how society defines cultural values.

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

V. EVALUATIONS:

Identify and eliminate use of materials that promote gender bias in the classroom

VI. RESOURCES:

Videos: *Tale of O*
Stale Roles and Tight Buns (men in media)
Still Killing Me Softly
Warning: Media May Be Hazardous To Your Health
Teachers starring Nick Nolte

Printed Material: *Fire in the Belly* by Sam Keen
Challenging the Stereotypes: Activities for the Classroom,
Produced by Project WITT, Trenton State College

VII. SPECIAL NOTES:

Using a good facilitator is imperative in order to create a heightened awareness of gender-biased issues.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-3 Increase Positive Images of Women and Men in Media

II. INTRODUCTION:

Promoting positive images of women and men in promotional and instructional media will open opportunities for everyone to pursue broader career horizons. Positive images of a person in relationship to her or his capabilities rather than gender can have a global effect. An educator needs to be aware of her or his role and responsibility in order to change.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Identify examples of media that promote stereotyping.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Examine classroom materials for gender bias.
Examine professional roles and responsibilities by role playing, taping classroom, and reviewing actions.
Analyze case studies and ask "What's wrong with this picture?"
In workshop setting, monitor presenters' stereotypical behaviors.

V. EVALUATIONS:

Educators will be able to:

Give instructional media examples.
Identify four examples of women and men in situations.

VI. RESOURCES:

Gender Equity, Oklahoma Dept of Vocational and Technical Education 1993,
Section: Analysis Views of Equity
Video/Movies: *9-5*, *Conan The Barbarian*, *Secrets of Attila the Hun*
Resources stated in B-2 also appropriate

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-4 Provide Trade and Technical NTO Role Models

II. INTRODUCTION:

Non-traditional occupational role models provide positive learning experiences. These role models encourage a person to aspire to work in non-traditional occupations.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify non-traditional role models.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Identify non-traditional role models within their school, the community, in trade and technical occupations, within the state, and national role models.
Inquire why or how these people chose their occupation.
Hear a panel/individual discuss NTO role models to identify barriers/ opportunities.

V. EVALUATIONS:

Educators will be able to:

Identify male and female role models in school, community, state, national level, and an NTO occupation.

VI. RESOURCES:

Place of employment.
Local Chamber of Commerce.
Community as a whole.
Advisory Council/Craft Committee.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-5 Eliminate Gender-Specific Marketing Techniques

II. INTRODUCTION:

Currently, the female enrollment in trade and technical high schools and colleges is less than five percent. Educating a technically trained work force is essential to compete successfully in a global economy. In order to compete, both women and men must have access to technical training. A first step is to attract both women and men to technical training. A gender-positive approach to marketing techniques, such as promotional and program material, recruiting, advertising, searching, hiring and retaining faculty and staff.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Examine all materials within the institution to identify gender-specific marketing.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Identify methods to include gender equity and NTO in marketing materials
Write gender neutral course descriptions
Develop a marketing campaign to present to other faculty

V. EVALUATIONS:

Educators will be able to:

Complete a pre- and post-evaluation of institutional marketing pieces.

VI. RESOURCES:

Local promotional materials, programs, and course descriptions.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-6 Increase the Number of NTOs Depicted in Trade and Technical Positions in the Media

II. INTRODUCTION:

Since the media plays a powerful role in shaping individual career choice through gender identification, educators must have a pro-active approach to assure that a wide range of options are presented. In order to depict equal opportunity there needs to be a significant increase in NTO representation, eg. females in science and technology careers.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Develop strategies for increasing the media representation of people in NTO.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Create and display visual images of people in NTO.
Encourage and promote articles/programs in local media that portray people in NTO.
Heighten awareness of the impact that the media has on individual choice. See "B-2 thru B-5".

V. EVALUATION:

Educators will be able to:
Increase depiction of NTO representation in media.
Administer a pre/post survey may be administered to measure awareness of media's impact on personal choice.

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-7 Use Gender Positive Language

II. INTRODUCTION:

Refer to B-7 Student Audience.
Refer to B-7 Policy Makers Audience.
Refer to B-7 Business, Industry, Community Audience.
Refer to B-7 Parent Audience.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-8 Change Home Ec to Home Tech

II. INTRODUCTION:

Since traditional family roles and structures have changed, educators must provide new ways for young adults to become responsibile home and life manager. In the past, "Home Ec" was a course offering for the female population. Changing the name, (ie. "Home Tech") would better reflect the current trend in life skill education.

III. PERFORMANCE OBJECTIVES:

Educators will help to:

Rename the Home Economics program to reflect the new direction in curriculum and gender participation.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will:

Belong to curriculum committees which will present a proposal to administrations and boards. This proposal will recommend a program name that brings congruence to the content, image and purpose of the course.

V. EVALUATION:

Educators will be able to:

Ensure that curriculum and course titles better reflect course content and meet the needs of students of both genders, in today's society.

VI. RESOURCES:

Samples of course titles and curriculum descriptions from other schools.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-9 Provide Parenting Education

II. INTRODUCTION:

Refer to B-9 Student Audience.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-10 Involve Parent(s)/Guardian(s) in Career Exploration and Decision Making

`II. INTRODUCTION:

With the changing economy and changing roles of females and males, parent(s)/guardians need to be made aware of the options available in the work-force so that they may be proactive in their children's career exploration and decision-making.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Involve parrent(s)/guardians in understanding the nontraditional and vocational/technical career options available.
Involve parent(s)/guardians in career decision-making.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Hold a parents' night to discuss the changing economy .
Interview their parents about their family work history
Research their family history to see if anyone worked in nontraditional jobs (World War II, farm equipment, etc.)
Involve parents in a participatory parents night by setting up hands-on activities for them, which involve a balance of traditional male and traditional female tasks and which utliize nontraditioal role models as instructors or assistant instructors.

V. EVALUATIONS:

Educators will be able to:

Ensure that parent(s)/guardians participate in at least one of the above activities.
Following the hands-on activity for parents, have parents think about if they were making a career decision now, what choices would they make and why.

VI. RESOURCES:

Wisconsin Model for Sex Equity, Wisconsin Department of Public Instruction
Women in Nontraditional Careers, U.S. Dept. of Labor
PREP, MOICC, 1990
Building Blocks and *Future Builder*

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-12 Provide Experiential Opportunities for Parents

II. INTRODUCTION:

The home environment has significant impact on student decision-making. Parents need exposure to a variety of career choices for their sons and daughters so they can better advise their own children.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Develop a year-long plan to include activities that will increase parental awareness and involvement, regarding a variety of career options.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Invite parents/guardians to open houses to participate in experiential activities.
Use newsletters to profile people in nontraditional occupations.
Invite parents to career night in which nontraditional workers make presentations.
Invite parents to take a career decision-making test with their children.
Establish a "Bring-A-Parent" night.
Show videos on nontraditional occupations.

V. EVALUATIONS:

Educators will be able to:
Increase parental attendance in activities.
Document an increase in inquiries regarding nontraditional occupations/ courses.

VI. RESOURCES:

Instructor's Guide for Choices, Challenges, Changes and More Choices from Advocacy Press, Santa Barbara, CA.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-12 Teach How to Identify Resources/Networks

II. INTRODUCTION:

Educators will help students to:

Teachers and counselors need to be aware of the available resources that exist within the school and the community.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Access materials that are pertinent to the students' needs.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will:

Attend an orientation session on available resources.

V. EVALUATIONS:

Educators will be able to:

Assure that counselors and instructors make appropriate referrals.

VI. RESOURCES:

Guidance Information System, available in most Guidance offices.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-1 Eliminate Discrimination of Race, Age, Sex, Religion, Ethnicity, Sexual Orientation, Mental/Physical Disability, and Marital Status

II. INTRODUCTION:

The educator's role is to ensure that the classroom is the place where equal opportunity exists for everyone.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Recognize discrimination.
Define discrimination.
Identify preventive measures for discrimination.
Analyze repercussions of discriminatory behavior.
Evaluate discriminatory situations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will:

Present diversity training for all instructors and staff.
Present in-service training on school's policy on discrimination.
Evaluate discriminatory scenarios and identify intervention methods.

V. EVALUATIONS:

VI. RESOURCES:

School discrimination policy.
School affirmative action liaison.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-2 Eliminate Unsafe Working Conditions
E-3 Comply With and Enforce Government Regulations

II. INTRODUCTION:

The "Basic Profile for Occupational Health and Safety" DACUM Chart developed by the State of Maine needs to be adopted state-wide.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

Occupational Health and Safety DACUM Chart available from the Vocational Curriculum Resource Center of Maine, KVTC, 92 Western Avenue, Fairfield, Maine, 04937 or call (207) 453-5170

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-4 Eliminate Hostile Work

II. INTRODUCTION:

Practices utilized in learning environments should be carried over to the workplace to allow everyone to function effectively and to her or his full potential.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Identify and define discrimination.
Identify and define sexual harassment.
Synthesize nondiscriminatory practices into a non-hostile work environment model.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to conduct training in the following skills:

Conflict resolution.
Diversity training.
Team building.
Management training.
Training in group dynamics.
Training in the law.
Educator develops a checklist of nondiscriminatory practices.

V. EVALUATIONS:

Educators will be able to:

Demonstrate the implementation of nondiscriminatory practices in the creation of a nonhostile work environment.

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-4 Design Comparable Tools and Equipment to Fit Women

II. INTRODUCTION:

Since a standard size worker exists only on paper, an educator must teach from the position that her or his students have different strengths and physical capabilities. Tools, many with modifications, are available. Thus, an educator must possess knowledge about tools and how to access those that are needed. A good educator works smarter rather than harder and imparts that information to students.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify existing obstacles.
Identify ways to overcome these obstacles.
Identify resources for adaptive equipment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Learn problem-solving skills.
List obstacles to tool utilization.
Develop alternatives to obstacles.

V. EVALUATIONS:

Educators will help students to:

Identify and overcome obstacles.

VI. RESOURCES:

VII. SPECIAL NOTES:

This goes for Task E-6 as well.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-6 Design Ergonomically Correct Environments

II. INTRODUCTION:

Since a standard size worker exists only on paper, an educator must teach from the position that her or his students have different strengths and physical capabilities. Tools, many with modifications, are available. Thus, an educator must possess knowledge about tools and how to access those that are needed. A good educator works smarter rather than harder and imparts that information to students.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify existing obstacles that exist.
Identify ways to overcome the obstacles.
Identify resources for adaptive equipment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Learn problem-solving skills.
List obstacles to tool utilization.
Develop alternatives to obstacles.

V. EVALUATIONS:

Educators will help students to:

Identify needs and overcome obstacles.

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-11 Elevate Image of Technical/Vocational Education and Careers

II. INTRODUCTION:

Ultimately we are all a product of vocational education by the sheer nature of WORKING! Any job is a vocation.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Organize diverse educational advisory boards.
Conduct vocational-positive public relation techniques.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Develop broader vocational awareness throughout communities by forming diversified advisory boards.
Develop public relation techniques to overcome the misconceptions often associated with vocational and technical education.

V. EVALUATIONS:

Educators will be able to:

Evaluate local media to see if change is desirable in the way they represent vocations. For example, do they have on-going newspaper column regarding: issues, student success stories, career options, etc.?

VI. RESOURCES:

Public Relations Begins with PR.

VII. SPECIAL NOTES:

This is a life-long, continuous process—DO NOT GIVE UP!

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENT)

TASK: F-1 Stop Violence and Hatred Toward Women

II. INTRODUCTION:

For this task, the word "violence" includes instances of physical violence and also encourages psychological, emotional, verbal, fear, denigration, disempowerment, or threats, which directly affect the quality of life, productivity, aspirations and morale of an individual.

This unit is an opportunity for an educator to create a violence- and hatred-free environment within her or his own classroom. This objective will make the classroom a model for positive behavior toward women and all individuals. A further objective is that each individual will continue to model this behavior beyond the classroom.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Create a violence and hatred free classroom environment.
Describe effects of violence on individuals and in schools.
Identify situations (in schools) with potential for violence
Share experiences and input.
Identify remedies to address violence.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont):

Design lesson plan on how to present the topic of violence toward women in society and its repercussions.
Participate with/preview numerous resources regarding violence and make knowledge.
Participate with/reflect on how violence has affected own life and decisions.
Identify violent behaviors such as sarcasm and ignoring. Practice ways to stop these behaviors.
Establish code of ethics for schools dealing with subtle issues of violence.
Establish student/instructor/administrator grievance committee to deal with any violent situation.
Invite advocacy group speakers to discuss the cultural slant toward school perspective, victim mentality, and the continuum mentally.
Make scrapbook of publications (both local and beyond) depicting violence toward women.

V. EVALUATIONS:

Educators will be able to:

Conduct pre- and post- survey measuring student attitudes in the classroom and in the school.
Identify hostile situations within school or classroom and eliminate them.
Implement policies/strategies dealing with creating a non-hostile environment within the classroom or the school.

VI. RESOURCES:

- Videos: *Killing Us Softly*
  Still Killing Us Softly
  Tale of O
- Attorney General's Office *Hate Crime Unit*
- *The Sneetches* by Dr. Seuss
- *Penguin Island* by Anatole France
- *Hostile Hallways*, AAUW

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS

TASK: F-2 Conduct Inter-locking Oppression Education

II. INTRODUCTION:

Oppression is a series of social systems set up to control the bottom 90% of the population by limiting an individual's options, thereby controlling her or his life. These social systems consist of written and unwritten rules about who can do what, therefore limiting choices a person can make in life.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

List written and unwritten rules in social systems that continue oppression.
Discuss experiences of oppression and their effects.

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND IN THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-3 Conduct Sexual Harassment Education

II. INTRODUCTION:

Everyone has the right to go to school and work in a productive and harassment-free environment. Harassment exists, and when it happens the results are negative. A student needs to know that harassment is illegal and needs to understand her or his legal rights. In addition, a student must be cognizant of the dynamics that lead to harrassment and how to deal effectively with these situations.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Learn about sexual harassment.
Learn techniques which effectively deal with sexual harassment.
Know their rights and responsibilities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Talk with parents (own and others) and list the rewards and drawbacks of parenthood.
Observe infants and children at different age levels and record the children's physical ability at various developmental stages.
Make a list of alternatives to hitting a child. Discuss alternative ways adults can respond to angry outbursts.
Identify ways to provide a healthy environment for children.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Practice ways to encourage children to be responsible for family tasks.
Discuss and record the criteria for quality child care.
Explore parents rights in child care situations.

V. EVALUATIONS:

Students will be able to:

Define sexual harassment.
Describe one method of dealing effectively with sexual harassment and outline steps for taking action.

VI. RESOURCES:

Sending the Right Signals
Crossing the Line
Educator's Guide to Controlling Sexual Harassment

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENT)

TASK: F-4 Conduct Affirmative Action/Civil Rights Education at ALL Levels

II. INTRODUCTION:

Since the early sixties, numerous regulations and pieces of legislation have come into effect with the purpose of eliminating discrimination with regard to race, sex, ethnicity, religion, age, mental/physical disability, marital status, and sexual orientation. A person benefits from understanding her or his rights and the rights of others under the law.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Model affirmative action and civil right procedures.
Understand the reasons and the impact of the regulations and legislation on themselves, others, the classroom, and the school.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Discuss Title IV and the responsibilities of the school.
Invite an affirmative action officer, state equity officer, or advocacy group in to classroom to discuss regulations and legislation and the impact.
Research and evaluate the school's affirmative action office and plan.

VI. RESOURCES:

Attorney General's Office.
Pine Tree Legal Assistant.
Maine Human Rights Commission.
Maine Civil Liberties.
School Affirmative Action Officer.
State Equity Officer.

VII. SPECIAL NOTES:

V. EVALUATIONS:

Educators will be able to:

Develop and present a unit of instruction dealing with affirmative action and civil rights regulations.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENT)

TASK: F-5 Eliminate Career Discrimination

II. INTRODUCTION:

Since the classroom is a hub of discussion for career options, educators must be knowledgeable in helping students make career choices without any gender discrimination.

In many ways, gender discrimination occurs in developing career aspirations. A subtle progression moves from sex role stereotyping (attributing specific behavior, abilities, interests and values to one sex), to sex bias (behavior resulting from the underlying belief in sex role stereotyping), to sex discrimination (actions denying opportunities, privileges, or rewards to a person or a group because of gender).

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Recognize/identify biases that direct them in making career choices.
Acquire knowledge regarding the repercussions on perpetuating occupational segregation and the ultimate impact on the economy.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Participate in a visual fantasy if: "If Total Equity Truly Existed, What Would It Look Like?" Discuss/identify strategies to make it happen.
Conduct a pre and post survey regarding career choices and influences involved.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Correlate occupational choices and income by gender.
Listen to NTO workers discuss their professions.
Create and present a lesson plan on this topic.
Conduct/identify any biased attitudes self-assessment within selves.
Research women and work throughout history.

V. EVALUATION:

Educators will be able to:

Develop and present a unit of instruction regarding career choices.
Research a topic and prepare a paper.

VI. RESOURCES:

"Step by Step, Wow"
Women Unlimited
Horizons 2000 Career Guidance Curriculum
Prep
Building Blocks for the Future
Refer to C-6 for a portion
MOICC

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/ STUDENTS)

TASK: F-6 Eliminate Discrimination in Work Assignments

II. INTRODUCTION:

In order to maximize effectiveness/productivity companies should assign work, based on individuals' qualifications.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Become aware of factors, other than qualifications, that determine how work is assigned:

EXAMPLES: Gender, Race, Size, Economics, Age, and Disability

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Share times when they felt they were discriminated against:

EXAMPLES: Chore assignments at home, Chore assignments in classroom, Team selections and positions, Work assignments on the job

Select a work assignment and have students discuss potential task assignments based on discrimination or stereotyping. Use examples given in activities listed above.

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

V. EVALUATIONS:

Educators will be able to:

Identify numerous areas of discrimination related to work assignments at home, in the classroom, or on the job.

VI. RESOURCES:

Videos from the VCRCOM
Community resource people

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENT)

TASK: F-7 Eliminate Promotional Discrimination

II. INTRODUCTION:

A productive workforce is one where individuals feel that good work performance will be rewarded through career advancement. Too often, promotions may be based on factors unrelated to performance, such as gender, race, appearance, friendships, etc.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify non-performance factors that are sometimes considered when promotion decisions are made.

Understand the "glass ceiling" phenomena (especially for women, minorities, people with disabilities).

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Discuss factors related to performance/promotion.

Discuss times/rational for performance/promotion (raises).

V. EVALUATIONS:

Educators will be able to:

Study the U.S. Department of Labor reports on the glass ceiling (available from VCRCOM)

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATION BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS

TASK: F-8 Eliminate Physical and Mental Harassment

II. INTRODUCTION:

A student or worker is prevented from reaching her or his potential in environments where physical and mental harassment exist.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify types of harassment.
Identify both types of harassment (given and receiver).
Understand effects of harassment.
Respond effectively when a harassing situation arises.
Prevent harassment behavior in oneself.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Use the "teachable moment" when harassment occurs -stop- ask how individuals feels.
Participate in role playing situations.

V. EVALUATIONS:

Educators and students will be able to:

Monitor their own behavior before covering this unit and again after covering this unit to determine change.

VI. RESOURCES:

Review existing harassment policy.
Various materials on harassment available from the VCRCOM.

VII. SPECIAL NOTES:

Another good activity is to brainstorm the names women are called who work in non-traditional occupations and discuss how the class feels about this name-calling and whether or not the names are accurate. For example, are all women who work NTO ugly, brutes, etc. What is the underlying message?

COUNTERPART: Are men who work in NTO called names? Ask the same above questions and discuss results.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F — REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENT)

TASK: F-9 — Eliminate Age Discrimination

II. INTRODUCTION:

The values placed on an individual's contribution to a school or work place shouldn't be based solely on a person's age. Both the wisdom that comes with age or the new ideas from youth should be equally valued and considered. The value of information should be based on its content and not on its source.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Understand age discrimination as it relates to school and to work.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Cite examples of discrimination based on age (young as well as old).

EXAMPLE: Structure of schools -- start and end at the same age. Retention in school classes.

Discuss how different cultures treat young and old members (Native American, Asian).
Discuss how class feels when someone says "Children should be seen and not heard" or "You can't teach an old dog new tricks."

V. EVALUATIONS:

Students will be able to:

Talk with professionals who define and give examples of what age discrimination means to them.

Read professionals paragraphs on what a culture would be like if no one discriminated based on age.

VI. RESOURCES:

American Association of Retired Persons (AARP).

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-11 Provide Gender Positive, Team-Building Education (Co-Workers)

II. INTRODUCTION:

Research has shown that productivity will increase when employees/students work as a team and appreciate/recognize individual differences and strengths that can be utilized to complete a project/assignment.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify team building strategies.
Identify effective teams.
Apply team building strategies to other activities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help other educators to:

Learn about team building strategies.
Understand cooperative learning techniques.
Develop experiential activities for incorporating cooperative learning.
Evaluate the pros and cons of teams and cooperative learning.

V. EVALUATIONS:

Educators will be able to:

Develop a peer observation form incorporating agreed-upon criteria.
Use the criteria to evaluate whether or not team building is occurring.

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENT)

TASK: F-12 Eliminate Discriminatory Teaching Methods

II. INTRODUCTION:

Every Educator's goal should be to develop each student to his or her full potential.

However, research indicates that girls and boys are not necessarily treated equally within our educational system because of instructional practices in the classroom, due to preconceived, socialized biases.

Gender discrimination occurs in the classroom in many ways. A subtle progression moves from sex role stereotyping (attributing specific behavior, abilities, interests and values to one set), to sex bias (behavior resulting from the underlying belief in sex role stereotyping), to sex discrimination (actions denying opportunities, privileges, or rewards to a person or a group because of gender).

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Identify individuals, within or outside school systems, to provide expertise and technical assistance regarding this topic.
Recognize/identify biases that lead to discriminatory teaching methods.
Conduct evaluations to identify instructor's personal teaching methods.
Participate in non gender-biased teaching training programs.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Identify available resources to conduct self- and/or peer instructor evaluations.
Conduct a videotape observation of instructors.
Develop a plan of action to address any discriminatory methodologies identified.
Practice non gender bias teaching methods.
Conduct a self- and/or peer evaluations of instructor methodologies.

V. EVALUATIONS:

Educators will be able to:

Re-evaluate teaching methodology, practicing nongender biased teaching methods.
Evaluate student performance/reaction, once non gender-biased teaching methods are implemented.
Integrate nongendered biased teaching methods into personal teacher recertification plan.

VI. RESOURCES:

Step by Step the Educational Equity Options Project, Wider Opportunity for Women.
Roles in Conflict, New York State Occupational Education Equity Center, 1990.

VII. SPECIAL NOTES:

If any of the following three factors exists, students become inhibited and/or oppressed in the classroom, thereby, not developing to his or her full potential. Therefore, instructors must be aware of discriminatory teaching methods throughout the entire field of education and work to elimination.
Examples of gender discrimination are:
- calling on the first student who raises a hand (typically a boy).
- praising boys for taking risks, "good try," girls are praised for giving the right answer, for the neatness of their work.
- selecting boys to demonstrate their skills while guiding girls through a process.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-13 Require Respect In The Workplace

II. INTRODUCTION:

Utilize activities in E-1 and E-4 to promote and encourage respect in the workplace.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-14 Provide Leadership Opportunities for Women

II. INTRODUCTION:

Since a woman usually does not have enough opportunities to practice her leadership style in mix-gender groups, situations to provide such leadership opportunities must be integrated into the classroom and vocational club activities.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify leadership skills.
Recognize gender differences with respect to leadership.
Identify biases toward women in leadership positions.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Learn about research data regarding male/female performance and interaction at various grade levels.
Learn characteristics of a good leader.
Develop guidelines so that there is equal opportunity for leadership.
Take part in activities to assist in the development of leadership skills.
Undergo assertiveness training.

V. EVALUATIONS:

Students will be able to:

Evaluate the extent to which leadership activities for women occur.

VI. RESOURCES:

The Female Advantage—Women's Ways of Leadership by Sally Helgesen.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-1 Conduct Interlocking Oppression Education

II. INTRODUCTION:

Refer to C-4.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-2 Teach How to Eliminate Discrimination in Class Assignments

II. INTRODUCTION:

Prerequisite F-12.
Refer to E-1.

Every educator's goal should be to develop each student to her or his full potential. Therefore, class assignments and daily decisions need to allow student input so each student feels an ownership in her or his education.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Evaluate class assignment procedures.
Create non-discriminatory classroom assignment strategies.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Conduct a student survey on their perception of how and why class assignments are made.
Brainstorm regarding traditional and nontraditional work assignments in class, school, home, work, etc.
Participate in a simulated situation that requires emergency work assignments and discuss how to make the needed decisions to accomplish the job.

V. EVALUATIONS:

Educators will be able to:

Implement equitable class assignments.
Compile results of student survey instrument.

VI. RESOURCES:

Gender Equity in the Classroom.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-3 Provide Education on Civil Rights/EEOC

II. INTRODUCTION:

Refer to F-4.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-4 Provide Sexual Harassment Prevention Training

II. INTRODUCTION:

An individual needs to be concerned about sexual harassment in her or his institution for three fundamental reasons: it's expensive, it's illegal and it's wrong. Its effect is devastating on the people who are harrassed and it demoralizes and devalues institutions and the individuals associated with them.

Sexual harassment is an issue with a number of important implications. It has ethical and legal implications, psychological implication, and management implications. Furthermore, it is divisive, disruptive, and interferes with the ability of the organization and individuals to carry out the organization's business.

III. PERFORMANCE OBJECTIVES:

GOAL: To promote a better understanding of members of the other sex, in order to impact recruitment, work climate, and retention.

OBJECTIVES:

1. To provide participants with data with respect to men's and women's participation in the paid workforce.

2. To provide participants with a conceptual framework for examining oppression and its effect on people and organizations.

III. PERFORMANCE OBJECTIVES (cont.):

3. To recognize and identify behaviors which may constitute sexual harassment on the job.

4. To provide information regarding sexual harassment prevention techniques.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Refer to the Maine Department of Education, Division of Applied Technology, **"Gender Equity & Multicultural Awareness"** training programs.

Oppression, and

Sexual Harassment Prevention and Training

(Both are attached with this document)

V. EVALUATIONS:

Educators will be able to:

Develop an awareness and understanding about the effects of oppression on all people.
Engage in productive dialogue about how oppression may have affected them and how they felt.
Identify that sexual harassment is but one form of oppression which affects us all.
Identify why sexual harassment is an important issue in todays workplace.
Discriminate among specific situations where harassment is occurring and those where it is not.
Understand of their employer's liability under the Equal Employment Opportunity Commission's Guidelines on sexual harassment and actions which they and their employer can take to reduce this liability.
Describe the degree of liability their employer has for specific instances of harassment.
Describe both the degree and type of liability their employer has for specific instances of harassment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Describe some of the causes of sexual harassment.
Identify and challenge some of the assumptions and attitudes that block effective working relations between men and women.
Describe the psychological and economic effects of harassment on the victim, the work unit, and the organization.
Effectively implement their organization's policy on sexual harassment.
List the steps to take in informally resolving complaints.
Demonstrate skills in informally resolving complaints.
Describe how good management practices can be used to prevent harassment from occurring.

VI. RESOURCES:

A Tale of "O"—On Being Different.
A Training Tool for Managing Diversity.
Goodmeasures, Inc., One Memorial Drive, Cambridge, MA 02142
617/621-3838
Effective Management Strategies, Preventing Sexual Harassment
Chrysalis, 2104 Stevens Avenue South, Minneapolis, MN 55404
612/871-0118
(This training package is no longer available from Chrysalis but is available from the Curriculum Resource Center of Maine. Credit is given to Chrysalis for potential users who may be concerned about copywrite violations with regard to reproducing this material. The Maine Department of Education's Office of Sex Equity and Single Parent Programs has received permission from Chrysalis to reproduce the training video as needed.)
Contact the Curriculum Resource Center of Maine for other products designed for training personnel and students on sexual harassment.
For student training, *Crossing the Line* is highly recommended.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-5 Utilize Gender-Equal Teaching Methods

II. INTRODUCTION:

Refer to F-12.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-6 Eliminate Self-Fulfilling Prophesy Stereotyping

II. INTRODUCTION:

Refer to A-5.
Refer to F-5.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-7 Require Trade & Technical Job Shadowing Opportunities

II. INTRODUCTION:

Refer to H-4.

Job shadowing is encouraged so that both the educator and her or his students connect what they do in the classroom to what the students will ultimately do. These situations will heighten the awareness of the instructor in the professional, trade, technical, and academic skills needed in the workplace by students.

Job shadowing is only one method to accomplish this heightened career awareness. This task will list a variety of other options.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Become aware of all student career options.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

View videos on a variety of professions.
Invite professionals into classroom to discuss jobs.

V. EVALUATIONS:

Educators and students will be able to:
Evaluate their reactions to the variety of professions viewed.
Write report on knowledge learned about a profession—pay, benefits, skills, gender segregated, future need, etc.

VI. RESOURCES:

Chamber of Commerce.
Local businesses.
Local aspirations compacts.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-8 Teach Gender Equity in Early Childhood Education Programs

II. INTRODUCTION:

An early childhood educator has the unique opportunity to affect the development of beliefs and attitudes of young children. Teaching sex equity in the workplace to a young child will create more opportunities for her or his future.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Create a portfolio of at least twelve early childhood sex equity, performance based, activities.
Evaluate the advantages of performance-based learning versus gender focused learning.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Perform the activities themselves, then with young children and evaluate results.
Divide class into groups to debate or discuss pros and cons of performance-based learning versus gender-focus learning.
Invite non-traditional workers to speak about their careers.

V. EVALUATIONS:

Educators will be able to:

Complete a portfolio.
Complete research on performance-based versus gender-focus learning.

VI. RESOURCES:

Fairy Tale Twisters.
Playtime for Science.

VII. SPECIAL NOTES:

This is a critical time in a child's life for developing high aspirations without gender-role restrictions.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-9 Teach Awareness of (Male/Female) Learning Styles

II. INTRODUCTION:

This unit in no way should be limited to only male/female learning styles. An educator must be aware of her or his own learning style and how this affects instructional methods. Knowing about different learning styles enables every instructor to develop each student to her or his full potential with an appreciation for individualism.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Know own personal learning style and the correlation to instructional styles.
Recognize the need to teach in more than one learning style to address every student's needs.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Complete a learning style inventory to determine personal style.
Administer learning style inventory to students and analyze results.
Implement teaching methods to address all learning styles.

V. EVALUATIONS:

Educators will be able to:

Complete learning style inventory and analyze results.

VI. RESOURCES:

Gregorc Style Inventory.
Kiersey Type Indicator.
Myers-Briggs Type Indicator.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-10 Teach Tool/Equipment Usage

II. INTRODUCTION:

Refer to A-4.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-11 Teach Trade/Vocational Vocabulary

II. INTRODUCTION:

Refer to A-4.
Refer to I-12.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-12 Expose Counselors to Trade and Technical Careers

II. INTRODUCTION:

Counselors are in the best position, other than parents, to influence a student in her or his educational and career options. Therefore, counselors must be fully aware of all career options in the trade and technical arenas to better serve all students.

III. PERFORMANCE OBJECTIVES:

Counselors will be able to:

Create a NTO interview document to utilize when visiting a trade and technical job site.
Evaluate/review trade and technical career guidance models (see resource section for Maine developed models suggestions.)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Counselors will be able to:

Select or be assigned a NTO to visit and explore using a series of questions regarding the occupation (see attached for sample).
Research all educational alternative options available to students (i.e. Tech Prep, Apprenticeship, Co-op Education etc.)

V. EVALUATIONS:

Counselors will be able to:

Complete interview document.
Create flow chart, reflecting all educational and career options for students.

VI. RESOURCES:

Guidance Department, Portland Regional Vocational Center, 196 Allen Avenue, Portland, ME 04103. (207) 874-8165 or Fax: (207) 874-8107.
Building Blocks Adult.

VII. SPECIAL NOTES:

A number of technical and/or secondary schools already have a Guidance Counselor Trade and Technical Careers Experiential Program in place. Research to see if any is available in your area or contact a school that has a program in place to use as a model.

Below are some sample questions to ask during an occupational site tour.

1. What are the responsibilities in your occupation/job?

2. What do you like about your job?

3. What do you dislike about your job?

4. What are the opportunities for advancements, job change, career ladders?

5. What career decisions led you to this job?

6. Would you recommend this job to your children?

FACT SHEET

1. Education required to enter this profession/career/job

   ____

2. Math and science skills, aptitudes_________________________________

   ____

3. Work environment, travel requirements, hours, uniforms, tools________

   ____

   ____

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-13 Provide Multi-Cultural Awareness Education

II. INTRODUCTION:

In most areas of the country, studying and working with people of various cultures is common. In order to study or work in a productive atmosphere, understanding culturally derived behaviors and work attitudes is of utmost importance. Without this understanding, we risk unconscious and inadvertent stereotypical assumptions or behaviors. These include, but are not limited to ignoring, forgetting, excluding, or avoiding certain groups or individuals.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Describe work and social attitudes of people of various attitudes.
Recognize stereotypes of persons of other cultures.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

View *Understanding Our Biases and Assumptions* or other video as an intro to culturally derived work ethics.
In role play, challenge a cultural stereotype made by a member of the student group.

V. EVALUATIONS:

Educators and students will be able to:

Describe various culturally derived work and social ethics.
Identify stereotyping in the media (children's literature, textbooks, advertisements, TV shows) or in other situations provided by the teacher.

VI. RESOURCES:

Anti-Bias Curriculum, (1989). Washington, DC: MAEYC (grades pre-k to 6)
10 Quick Ways to Analyze Children's Books for Racism and Sexism, The Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-14 Teach and Utilize Gender Positive Language

II. INTRODUCTION:

Conduct activities listed under B-7

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

See Resources and Bibliography in B-7.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-15 Teach Team Building Techniques (Also See I-5)

II. INTRODUCTION:

Research has shown that productivity will increase when employers/students/counselors/parents/teachers work as a team. Teamwork can heighten appreciation and recognition of individual differences and strengths that can be utilized to complete projects/assignments.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Create "team" opportunities that take advantage of individual differences to support team goals.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Choose a "Problem" for the group, break group into subgroups to brainstorm, and report back to whole.
Compare individual solutions to team solutions.

V. EVALUATIONS:

Students will be able to:

State a group "Goal" such as: newsletters—interviews/graphics/proofreading/selling advertisements/etc.
Newsletter theme—TEAM Building !!

VI. RESOURCES:

Teambuilding techniques utilizing Rope techniques.
Encyclopedia of Team Building Activities .

VII. SPECIAL NOTES:

Team building takes full advantage of cooperative learning strategies and learning styles.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-16 Teach Safety Education

II. INTRODUCTION:

This unit's purpose is for professionals to become familiar with common work safety requirements (OSHA).

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Identify common safety hazards on a job site.
Use Material Safety Data Sheet.
Understand right-to-know legislation.
Identify strategies for dealing with unsafe working situations.
Apply principles of ergonomics.
Develop a safety ethic in working with a crew (team).
Demonstrate safety techniques in a variety of situations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Conduct safety scenarios.
Discussion of strategies for preventing unsafe working situations.

V. EVALUATIONS:

Educators and students will be able to:

Demonstrate use of MSDS information.
Demonstrate where and how OSHA regulations prevent injury.
Discuss value of ergonomic workplace.

VI. RESOURCES:

Step-Up For Women, Northern New England Tradeswomen, St. Johnsbury, VT.

State of Maine OSHA DACUM, Maine Department of Education, Bureau of Applied Technology and Adult Learning.

VII. SPECIAL NOTES:

See also C-3.

STATE and FEDERAL OSHA Guidelines.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-17 Teach How to Provide Cross-Training Experience at ALL Levels

II. INTRODUCTION:

Cross training experiences provide career awareness skill building, confidence, and positive gender attitudes to people of all ages.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Experience cross training at the preschool, elementary, middle school, and secondary school levels.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Brainstorm cross training opportunities possible at each of the given levels.
Participate in a non-traditional, cross training experience provided by a tech center or other resource.
Teach a non-traditional skill to a classmate(s).

V. EVALUATIONS:

Educators and students will be able to:

Create a real or hypothetical cross training experience at their curriculum level.

VI. RESOURCES:

Skills of students.
Community or tech center.
NTO community members.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-18 Teach Team Decision-Making (Win-Win Bargaining)

II. INTRODUCTION:

Effective participation within a team is a valued skill within schools and business organizations. The ability to be a contributing member of a team and to participate in team decisions must begin in the schools where emphasis has traditionally been on working individually.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Participate in team decisions, using a variety of proven decision making models.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Experience the necessity of making effective team decisions by participating in a survival exercise (such as "Survival In The Desert" see attached) in which team decisions must be made.
Brainstorm possible solutions to a problem using any curriculum objective. By using the Nominal Group Technique (see attached), students will select the best solutions.

V. EVALUATIONS:

Students will be able to:

Participate in a team decision making exercise, using one of the methods selected by the teacher.
Guide a team decision making exercise.

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

VI. RESOURCES:

Nominal Group Technique.
Cooperative Learning (1990) by S. Kagan
The Winning Team. Gulf Publishing Co. Book Division P.O. Box 2608, Houston, TX 77252-2608.

VII. SPECIAL NOTES:

Desert survival exercise can be found in Kagan's *Cooperative Learning*. San Juan Capistrano, CA. Resources for Teachers (714) 248-7757

SURVIVAL IN THE DESERT

It was approximately 10:00 a.m. in mid July and you have just crash landed in the Sonora Desert in southwestern United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot has completely burned. Only the air frame remains. None of the rest of you have been injured.

The pilot was unable to notify anyone of your position before the crash. However, ground sighting, taken before you crashed, indicate that you are 65 miles off the course that was filed in your VFR Flight Plan. The pilot has indicated before you crashed that you were approximately 70 miles south-southwest from a mining camp which is the nearest known habitation.

The immediate area is quite flat and except for occasional barrel and saguaros cacti appears to be rather barren. The last weather report indicated that temperature would reach 110 — which means that the temperature within a foot of the surface will hit 130. You are dressed in light-weight clothing—short sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively your pockets contain $2.83 in change, $85.00 in bills, a pack of cigarettes, and a ballpoint pen.

THE PROBLEM

Before the plane caught fire your group was able to salvage the 15 items below. Your task is to rank these items according to their importance for your survival, starting with "1" the most important, to "15" the least important.

You may assume that the number of survivors is the same as the number of your team and the team has agreed to stick together.

Step 1: Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking. Once discussion begins do not change your individual ranking.

Step 2: After everyone has finished the individual ranking, rank in order the 15 items *as a team.*

Individual Rankings:

___ .45 Caliber Pistol (loaded)
___ Flashlight
___ Book: "Edible Animals of the Desert
___ Jack knife
___ Bottle of Salt Tablets
___ 1 Topcoat per Person
___ 1 Quart of Water per Person
___ Plastic Raincoat
___ Sectional Air Map for Area
___ Red and White Parachute
___ Two Pair of Sunglasses
___ Compress Kit with Gauze
___ A Cosmetic Mirror
___ 2 Quarts of 180 Proof Vodka
___ Magnetic Compass

SURVIVAL IN THE DESERT (cont.)

Team Rankings:

___ .45 Caliber Pistol (loaded)
___ Flashlight
___ Book: "Edible Animals of the Desert
___ Jack knife
___ Bottle of Salt Tablets
___ 1 Topcoat per Person
___ 1 Quart of Water per Person

___ Plastic Raincoat
___ Sectional Air Map for Area
___ Red and White Parachute
___ Two Pair of Sunglasses
___ Compress Kit with Gauze
___ A Cosmetic Mirror
___ 2 Quarts of 180 Proof Vodka
___ Magnetic Compass

NOMINAL GROUP TECHNIQUE (N.G.T.)

What Is It?

Nominal Group Technique is a refinement of brainstorming. N.G.T. enables a group to develop a priority ranking of ideas.

Why Is It Useful?

It is useful because all ideas and participants receive equal attention. N.G.T. provides a constructive way of dealing with conflict and prevents group domination by strong personalities or those who choose to "pull rank."

When Is It Used?

N.G.T. should be used only to narrow the field of information, or to reduce the number of options to be analyzed or investigated later.

How Is It Done?

- **Introduction** - discuss purpose and process.
- **Present Task Statement** - clear, simple and direct.

  Example: Please list your ideas for improving the effectiveness of the XYZ Process.
- **Silent Generation** - Each participation makes a list of his/her ideas in response to the task statement.
- **Round Robin** - Facilitator calls on one individual at a time to share one idea from his/her list.
- No Criticism
- Continue until all ideas are posted and numbered

- **Clarification -** Facilitator goes through list one at a time, checking understanding, and asking for clarification if needed.

- Important to keep the process moving.

- Ideas may be combined if appropriate.

- Avoid arguments and long discussions.

- **Voting and Ranking**

- Ask participants to pick their top 5 to 8 ideas.

- Distribute post-its or index cards.

- Participants now write number of idea in upper left corner and key word or phrase in center of card.

- Ask participants to rank their cards - place number in lower right corner of card.

Highest #(5) = Highest priority - continue in descending order with one #(1) being the lowest priority term.

- **Tabulation -** Sort cards by idea number, record idea # - list all the votes for each idea and total each. Do this for all ideas which have been voted on.

- **Results -** Totals show the group the priority ranking of items.

At this point you can stop or you can continue discussion until action items are determined.

Example of Card:

20

N/C tapes

5

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-19 Teach Importance of Same Sex Advisors/Mentors

II. INTRODUCTION:

Mentors and advisors move students or employees into new situations. A mentor or advisor who has had similar experiences to the student or employee can be instrumental in helping a person to make the transition into the educational institution or workplace. Mentors or advisers, chosen as role models, must have had experiences similar to those of the student or employee. Often, especially for the nontraditional student or employee, a mentor or advisor of the same sex can be an invaluable and more effective asset to making the transition. However, if a same sex mentor or advisor is unavailable, a supportive mentor will suffice.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Recognize the importance of same sex mentors and advisors to students and employees, especially those in nontraditional situations.
Identify a pool of available mentors and advisors to assist students and employees.
Provide a mechanism to link mentors and advisors with students and employees who are making transitions, especially into nontraditonal situations.
Provide mentor and advisor training.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Objective 1
Brainstorm the advantages of same sex mentors and advisors. (For example, role models, similar experiences, job techniques and survival skills, etc.)

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Brainstorm the advantages of other sex mentors and advisors.
Identify situations where same sex mentors and advisors may be more effective than other sex mentors and advisors.

Objective 2
Establish the criteria by which you will identify a good mentor or advisor.
Identify people who are willing to share their experiences and act as a mentor or advisor.

Objective 3
Identify criteria which would be significant to identifying the match between the mentor or advisor and the student or employee. (include in the criteria such things as personality, location, experience in the same or similar field, logistics, cultural backgrounds, gender, etc.)

Objective 4
Develop a curriculum to familiarize mentors and advisors with their duties and responsibilities as mentors and advisors.
Provide training and support which will address the identified needs of the mentors and advisors.

V. EVALUATIONS:

Educators will be able to:

Devise a functioning and effective mentor and advisor program.

VI. RESOURCES:

The Be Fit Mentor Program, Portland Community College, Portland, Oregon.
Mentoring in Vermont, Vermont Department of Education, Division of Vocational Technical Education.

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-20 Utilize Gender-Neutral Assessment Practices

II. INTRODUCTION:

Assessment criteria must be based on realistic and reasonable duties and responsibilities. In providing Gender Neutral Assessment, the educator first must recognize that all assessment instruments are biased. How they are biased is based on the norms established for each test. People who develop tests tend to establish criteria based on a sample audience. The composition of that audience is critical information to the person administering and scoring the test because the persons he or she is administering the test to may not fit the norms.

To best realize this task, testers must understand how the tests they are using were normed and factor this into the scoring. In addition, testers cannot rely upon any one test but need to use a variety of methods and compare and analyze the results of each based on what is known about the people being assessed. What is known about the people taking the test becomes critical "other" factors. Some of these other factors might be motivation, ability, interest, experience, ability to learn, etc..

Assessment practices, therefore, should not rely on tests alone. Often, a person's self esteem, interests, and abilities are far more important than a test result.

III. PERFORMANCE OBJECTIVES:

Edicators will be able to:

Understand the bias inherent in assessment includes personal bias.
Develop standards by which assessment will be free of bias as possible.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Objective 1

Research the norms of a test.
Identify the bias built into the test and how that might affect people taking the test.
Identify ways to overcome or correct for the bias built into the test.
Brainstorm how the assumptions of counselors or others might affect students and whether some of those assumptions may be a result of sex bias.

Objective 2

Develop a procedure for evaluating the assessment process with an eye toward removing bias, particularly gender bias.

V. EVALUATIONS:

Educators will be able to:

Produce a non-biased assessment process.

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-21 Teach Recognition of Transferrable Skills

II. INTRODUCTION:

The average person changes jobs at least five times; jobs change and evolve with technological advances. The emphasis for employability is no longer on a specific skill or job training but on skills that can transfer from one job to another.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

Recognize and market their transferrable skills.

IV. STUDENT LEARNING ACTIVITIES:

Educators will help students to:

Brainstorm the skills developed in home management-volunteerism.
Brainstorm skills common to a wide variety of occupations.
Interview three employers to determine the skills most desired in employees (share findings).

V. EVALUATIONS:

Students will be able to:

In a mock interview, describe to the employer, the skills she or he possesses that are transferrable to a new hypothetical position.

VI. RESOURCES:

Community employers.
Maine Occupational Information Coordinating Committee.
Career counselors.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-22 Require Participation of Women in Trade and Technical Curriculum Development

II. INTRODUCTION:

To ensure that the curriculum is representive of the needs and interests of the nontraditional worker, the worker must be included in curriculum development and curriculum revision activities. Often, the different experiences and techniques used by male and female workers need to be shared.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Include women and men in curriculum development activities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Develop a list of available nontraditional workers to assist in curriculum development.
Include nontraditional workers on craft committees and program advisory committees.

V. EVALUATIONS:

Educators will be able to:

Include non-traditional workers in all curriculum development activities.

VI. RESOURCES:

The DACUM process.
Women Unlimited.
Area Business and Industry.

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: G PROVIDE EDUCATOR TRAINING

TASK: G-23 Teach How to Provide/Encourage Support System

II. INTRODUCTION:

See BIC C-16.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-10 Evaluate Image of Vocational Technical and Careers

II. INTRODUCTION:

Due to the increasing demands for a technically trained workforce, every student needs exposure to the wide variety of opportunities available in vocational programs.

III. PERFORMANCE OBJECTIVES:

Educators will help students to:

See the value and need for a vocational, technical education.
Obtain some vocational, technical skills.
Apply academic theories to practical applications.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will help students to:

Plan an Open House for students, parents, teachers, guidance counselors, and community members.
Become involved in a variety of community projects utilizing their vocational skills.
Provide opportunities for students in all program areas to experience and explore vocational, technical programs.
Plan for media coverage of activities.
Integrate academic and vocational programs as well as work in teams.

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

V. EVALUATIONS:

Students will be able to:

Determine if they have changed in opinions or attitudes after the activities.

VI. RESOURCES:

Public Relations Begins with PR (available on loan from the Vocational Curriculum Center of Maine).
Instructors from all program areas.
Students from all programs areas.
Academic and Vocational labs and equipment.

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-6 Implement Comparable Crediting of Prior Experience

II. INTRODUCTION:

Refer to BIC J-6.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-7 Create Diverse Dependent Care Options

II. INTRODUCTION:

Refer to BIC J-7.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-8 Require Participation of NTO's in the Development of Policies and Regulations

II. INTRODUCTION:

Refer to BIC J-8.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-9 Increase Percent of NTO Enrollments in Vocational Education

II. INTRODUCTION:

The opportunity to enter NTO challenges an individual to develop her or his skills and realize full potential. If these career options were made available to all students (especially beginning at a young age), the percentages of NTO enrollments would naturally increase.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Arrange NTO tours or job shadowing experiences for 6th grade children.
Invite NTO guest speakers to the classroom.
Provide NTO role models and NTO exposure to students.
Field test the activities on themselves, peers and some young children and evaluate results.
Divide class into groups to debate or discuss pros and cons of performance based learning versus gender focus learning.
Invite non-traditional workers who have children in day-care environments to speak about their careers.

V. EVALUATIONS:

Educators will be able to:

Complete portfolio.
Complete research on performance based vs gender focus learning.

VI. RESOURCES:

Fairy Tale Twisters.
Playtime for Science.

VII. SPECIAL NOTES:

This is critical time in a child's life to develop high aspirations without gender restrictions.

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-11 Require Comprehensive Career Exploration K-12

II. INTRODUCTION:

No human being should be restricted in selecting or training for her or his life's work. Therefore, all inclusive career exploration opportunities at all grade levels is a key component to COMPREHENSIVE CAREER EXPLORATION FOR ALL !!

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Implement career exploration activities in kindergarten and will provide progressive exploration thereafter.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Randomly select and/or be assigned a NTO to visit and explore with a series of questions regarding the occupation to be answered. (See attached for sample).
Research all educational alternative options available to students (i.e. Tech Prep, Apprenticeship, Co-op Education etc.)
See strategies for J-9.

V. EVALUATIONS:

Educators will be able to:

Complete interview document.
Create a flow chart, reflecting all educational and career options for students.

VI. RESOURCES:

Guidance Department, Portland Regional Vocational Center, 196 Allen Avenue, Portland, ME 04103. (207) 874-8165 or Fax: (207) 874-8107.

VII. SPECIAL NOTES:

A variety of tasks throughout this document encourage comprehensive career guidance activities for all beginning at a variety of age levels.

Below are some sample questions to ask during an occupational site tour.

1. What are the responsibilities in your occupation/job? ____________________
____

2. What do you like about your job? ____________________
____

3. What do you dislike about your job? ____________________
____

4. What are the opportunities for advancements, job change, career ladders? ___
____

5. What career decisions led you to this job? ____________________
____

6. Would you recommend this job to your children? ____________________
____

FACT SHEET

1. Education required to enter this profession/career/job ____________________
____

2. Math and science skills, aptitudes ____________________
____

3. Work environment, travel requirements, hours, uniforms,tools ____________
____

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-12 Increase Number of NTO Trade Instructors

II. INTRODUCTION:

Schools and society need to encourage every student to select whatever career she or he is most interested in, including NTO careers. However, until more visible and respected NTO role models exist, increases in NTO's probably will not happen. Therefore, more trade and technical programs must include NTO instructions if our nation's workforce is to remain competitive with industrialized nations' workforces. The effect those individuals have on each student is paramount to reinforcing the idea that "yes, it is okay to select and work in a non-traditional occupation. It can be done."

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Encourage recruitment of NTO personnel.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Provide professional work environment where respect for everyone is encouraged.

V. EVALUATIONS:

Educators will be able to:

Ensure that traditional and non-traditional workers are visible in the school.

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: K COMPLY WITH GOVERNMENT REGULATIONS

TASK: K-1 Enforce Safety Regulations

II. INTRODUCTION:

Refer to BIC K-1.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** K COMPLY WITH GOVERNMENT REGULATIONS

TASK: K-2 Enforce Sexual Harassment Regulations

II. INTRODUCTION:

Refer to BIC K-2.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: K COMPLY WITH GOVERNMENT REGULATIONS

TASK: K-3 Enforce EEOC Guidelines

II. INTRODUCTION:

Refer to BIC K-3.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATION:

VI. RESOURCES:

VII. SPECIAL NOTES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. **DUTY:** K COMPLY WITH GOVERNMENT REGULATIONS

TASK:
K-4 Enforce Affirmative Action Goals, Regulations, and Laws
K-5 Enforce Maine Human Rights Act in Education and Employment
K-6 Enforce Title IX

II. INTRODUCTION:

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Have a working knowledge of each of the laws as stipulated in K-4, 5, 6
Know who the affirmative action officer is.
Know school grievance procedures.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Conduct staff orientation and training.
Maintain a training log.
Disseminate appropriate information and training policies.

V. EVALUATIONS:

Educators will be able to:

Maintain the signed training log.
Confirm that all staff has been trained.

VI. RESOURCES:

Educator Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

I. DUTY: K COMPLY WITH GOVERNMENT REGULATIONS

TASK: K-7 Enforce Executive Order 11246 (Affirmative Action)
K-8 Enforce Non-Retaliation Clauses
K-9 Enforce Apprenticeship Regulations, Title 29, CFR 30

II. INTRODUCTION:

Educators must know government regulations and how these regulations can effect themselves, their students, and their employers.

III. PERFORMANCE OBJECTIVES:

Educators will be able to:

Review government regulations as well as local and regional interpreting of these regulations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Educators will be able to:

Conduct instructional unit on labor laws and government regulations with discussion on effects and intent of these laws.

V. EVALUATIONS:

Educators will be able to:

Cite examples of cause-and-effect situations where these regulations were or were not enforced.

VI. RESOURCES:

Government regulations.

VII. SPECIAL NOTES:

February 1994

TO USERS OF THE
GENDER EQUITY IN.
EDUCATION AND THE
WORKPLACE CURRICULUM

A technically trained workforce is essential for us to compete successfully in the global economy. Yet technical proficiency is just a portion of the skills necessary for successful competition. As global competition increases, so does the need to communicate and work with others who are different from us.

With these issues in mind, this curriculum is designed as a guide for creating an inclusive workplace. It is a guide which is useful to any size organization which employs people. It is useful to small and large business owners, corporations, labor organizations, community and civic, non-profit organizations, and government.

The basic focus of this curriculum is as follows:

1. relationships among participants in the workplace.
2. relationships between leaders and those they lead.
3. relationships between organizations and their customers, clients, etc.

This is a tool box for a leader to use to influence her or his workgroup, organization, etc. to achieve a change in behavior and attitude. Best of luck as you begin using this curriculum.

Sincerely,

Business/Industry/Labor/
Community Group

Please contact anyone on the list of Business/Industry/Labor Community writers for any technical assistance or questions.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: A ELIMINATE INTERNAL BARRIERS

TASK: A-5 Eliminate Internal Sex-role Stereotyping

II. INTRODUCTION:

Through past experiences, people develop certain beliefs that they regard as true about different groups of people. The belief system that each individual holds about roles of women and men limits the career choices that people see as options.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Create a working definition for sex roles and sexism.
Understand the negative effects of stereotyping on both men and women.
Understand how stereotyping affects career choices.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Discuss sex-roles and sexism.
Brainstorm the stereotypes about women who enter the trades and men who enter nursing or clerical.
Undertake various activities from *Changing Roles of Men and Women*, Chapter 2, University of Wisconsin.

V. EVALUATIONS:

Define sexism and sex roles.
Identify three negative effects of stereotyping.
List three ways that stereotyping affects career choices.
List two ways that they will change their stereotypical views.

VI. RESOURCES:

Changing Roles of Men and Women, University of Wisconsin
Video: *Killing Us Softly*

Future Builders Curriculum—Building Your Future, A Tenth Grade Seminar, Page 36

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-1 Revise Printed Materials and Graphics to be Gender Positive

II. INTRODUCTION:

Research shows that the use of language when referring to people has a strong effect on their ability to work productively. Gender-positive language and images is inclusive language whereas gender-neutral language and images tend to reinforce the traditional stereotype each person associates with the organization or trade. Therefore, the need to revise all printed materials and graphics is paramount to preparing a technically trained, productive workforce.

III. OBJECTIVES:

Leaders will be able to:

Develop criteria for the selection of gender positive language and images.
Demonstrate the benefits of using gender positive language and images to the organization.
Use gender positive language and images in daily activities.
Ensure that internally generated materials will gender positive language and images.
Ensure that externally acquired materials will be selected for gender positive language and images.
Understand the power of language and images as it relates to gender equity.
Use gender positive language in the workplace.
Use gender positive images in the workplace.
Send a gender positive message to customer base.
Sensitize workforce to the power of language as it relates to gender equity.
Sensitize workforce to the power of images as it relates to gender equity.

IV. IMPLEMENTATION:

Leaders will be able to:

Discuss "Eliminating Sexist Language," included in Task B7.
Use gender positive language.
Encourage leaders to use gender positive language.
Develop selection criteria for printed materials and graphics.
Seek out gender positive graphics (safety poster, motivational posters, etc.)
Develop criteria for publications and materials or display for employees and customers.
Develop criteria for gender-positive language and images used in internally generated presentations, relationships, graphics, etc. Discuss added value of diversity to the profit of the company.
Develop employee team to review graphic and printed materials.
Assign oral and written presentations using gender positive language and images
Program computer for gender positive grammar check.

V. EVALUATIONS:

Leaders will be able to:

Publish newsletter articles that feature gender-positive language and images.
Use gender positive language.
Encourage employees to use gender positive language.
Use gender positive graphics/posters.
Encourage employees to select gender positive materials.

VI. RESOURCES:

Student Audience B7 pages 6-10
Posters: Women's Bureau
National Tradeswomen Network
Women Unlimited
MOICC
OSHA

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-2 Eradicate Exploitation of Women in Media

II. INTRODUCTION:

Eliminating of the exploitation of women in the media and in organizations will curtail external influences on individuals' attitudes.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Understand what exploitation of women or anyone means, whether in the media or in organizational practices.
Eliminate exploitation of women (or anyone).

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Review all of the organization's media to determine how women are portrayed.
Revise existing media to provide more positive images of women and girls.
Review organizational practices for any actual or perceived exploiting activities.
Examine areas like policies, sales practices, financing assumptions, job assignments, etc.
Identify practices to be changed and propose approaches for changing harmful activities.
Show videos and hold discussions with appropriate individuals on women's images in the media.

V. EVALUATIONS:

Leaders will be able to:

Interview women in the organization about progress in media and practices.
Interview selected women external to the organization for perceptions relating to images of women and this organization.
Review public image and perceptions through surveys.

VI. RESOURCES:

Videos: *Killing Us Softly; Still Killing Us Softly*
The Media May Be Hazardous To Your Health
Interviews with employees.
Challenging the Stereotypes: Activities for the Classroom, produced by Project WITT, Women in Trades and Technology, Dept of Vocational Education, Trenton State College.

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-3 Increase Positive Image of Women in Media

II. INTRODUCTION:

Increasine the positive image of women in media presentations will increase women's potential for placement and advancement within the organization.

The organization which clearly values the diversity of its workforce, especially women, greatly expands its potential. (Review B-2, Eradicate Exploitation Of Women In Media, before continuing this task.)

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Present positive images of women in all media presentations and contacts.
Consider advertising, interviews for articles, guest editorials, yellow page advertisements, TV and radio spots, public service announcements.
In media prepared by or for the organization, show women in competent roles, including non-traditional roles.
Develop a gender balance in the organization's media.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Develop criteria for positive portrayal of women in media produced by or for the organization.
Discuss the value of women to the enterprise's health, whether employees, customers, members, etc.
Develop or update a gender profile of customers and the external population.

V. EVALUATIONS:

Leaders will be able to:

Survey employees through individual interviews, focus groups, or written methods to determine their perception of the organization's portrayal of women.
Survey customers or other external populations for their perception of the organization's portrayal of women.
Have a neutral, external person review the organization's media and provide feedback on its portrayal of women.

VI. RESOURCES:

You might contact the professional organization for newspapers or maybe the local women's studies program to find material on this topic.

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX ROLE STEREOTYPES

TASK: B-4 Provide Trade and Technical NTO Role Models

II. INTRODUCTION:

An individual can expand career choices when she or he can envision being successful in a non-traditional job. Positive role models, therefore, are a critical factor in this process.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Increase business and industry awareness of the importance of promoting positive role models in developing employees' human resource potentials.
Develop, promote and/or provide training to increase business and industry's capacity to recruit, hire, and support positive role models in their organization.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Discuss the impact of role models on peoples' lives.
Discuss the impact of positive role modeling in using human resources in an organization.
Develop strategies to identify, recruit, hire, train and support positive role models in an organization.
Establish mentoring situations.

V. EVALUATIONS:

Leaders will be able to:

Implement strategies in business and industry.

VI. RESOURCES:

Media images of role models
BIC Committee for Gender Equity in Trades and Technical Careers

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-5 Eliminate Gender-Specific Marketing Techniques

II. INTRODUCTION:

Marketing is a powerful force that influences the public's perceptions and beliefs. Gender specific marketing limits aspirations, attitudes, and access to equal opportunities. Using gender positive marketing techniques opens up opportunities, resulting in better use of all human resources.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Identify sex-role stereotyping in the media and in other marketing activities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Analyze company marketing material and promotional presentations to identify sex-role stereotyping.
Redesign and edit materials to be gender positive.
Participate in role playing activities to develop gender positive communication skills.

V. EVALUATIONS:

Workers will be able to:

Differentiate between gender specific and gender positive marketing techniques.

VI. RESOURCES:

Video: *Still Killing Us Softly*
Company marketing materials
"Challenging the Stereotypes" curriculum produced by Voc Ed, Trenton College

VII. SPECIAL NOTES:

Facilitator should have knowledge of equity issues.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-6 Increase the Number of NTO's Depicted in Trade and Technical Positions in Media

II. INTRODUCTION:

Increasing the visibility of NTO workers in the media can result in opportunities and expanded customer base for businesses and the community.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify strategies to increase NTO representation in the media

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Produce portfolios of NTO workers.
Highlight NTO persons in the media, i.e., TV News, press releases, etc.
Display NTO posters in place of employment.

V. EVALUATIONS:

Workers will be able to:

Identify one strategy that they can apply in their workplace that depicts NTO workers.

VI. RESOURCES:

Local newspaper, TV station
Company advertising materials
Local advertising companies

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX ROLE STEREOTYPING

TASK: B-7 Use Gender-Positive Language

II. INTRODUCTION:

Creating an atmosphere of equal opportunity requires inclusive language rather than exclusive.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Understand the importance of language.
Recognize images formed by language.
Use inclusive language.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Discuss importance of inclusive language.
Use three groups: role play a short scene using a male-oriented, a female-oriented, and a gender positive group.

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-11 Educate Ethnic Associations (Cultural)

II. INTRODUCTION:

Ethic associations play an important role in preserving their heritage. Gender roles are developed within cultures in response to the economic and social needs of a particular historical period. Since ethnic associations are seen as representatives of their ethnic group, the perspective they project must reflect contemporary economic and social needs of both men and women.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Discuss changing economic needs of men and women.
Define sex-role stereotyping within ethnic groups.
Analyze the political and power relationships within the ethnic group.
Discuss changing social needs of men and women.
Discuss impact of ethnic discrimination and its relationship to gender discrimination.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Share times they were individually discriminated against because of their ethnic background and how this relates to other types of discrimination (gender, race, religion, ethnicity, sexual orientation, age, physically challenged, etc).
Discuss changes in economic, political, and social climates and their own personal experiences with supporting a family, as well as the changing roles needed of men and women.

V. EVALUATIONS:

Leaders will be able to:

Observe that ethnic groups begin to blur the stereotypical roles of men and women within their organizations.

VI. RESOURCES:

Director of Franco-American Center at the University of Maine at Orono.
Local Ethnic Groups

VII. SPECIAL NOTES:

The results of these types of activities can only be observed over a long period of time.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-1 Teach History of Women in Trades

II. INTRODUCTION:

Historically and traditionally women have made major and significant contributions to the various trades and industries in our world. This legacy is often ignored or overlooked. The lack of a common understanding of this legacy serves as a barrier for greater involvement and advancement of women in trade and technical careers.

III. PERFORMANCE OBJECTIVE:

Leaders will be able to:

Document the roles of women in various industries or trades.
Discuss significant contributions and analyze effect on today's work environment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Research history of women's involvement in their particular industry or trade.
Interview older generation workers regarding contributions made to industries and trades.
Disseminate results of research and interviews.

V. EVALUATIONS:

Leaders will be able to:

Evaluate quality and quantity of research.
Evaluate workforce acceptance of research product.

VI. RESOURCES:

Coalition of Labor Union Women (CLUW), Office of Labor Education,
University of Maine at Orono
Labor History Societies
Local libraries, museums, and resource centers
Vocational Resource Center of Maine at Kennebec Valley Technical College for a variety of Women's History resources

VII. SPECIAL NOTES:

It is hard to know how to measure "appreciation" of one's own roots. However, hopefully this type of activity will increase acceptance of everyone in the workforce and pull the workforce together.

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-2 Conduct Legal Rights Education

II. INTRODUCTION:

A worker needs to be familiar with her or his rights involving a variety of work-related issues so that she or he may become an informed employee and a more effective advocate.

III. PERFORMANCE OBJECTIVE:

Leaders will be able to:

Demonstrate familiarity with basic worker laws concerning:

- National Labor Relations Act
- Public Sector Collective Bargaining Laws
- Occupational Safety and Health
- Work-Related Injuries and Diseases
- Unemployment Discrimination
- Family Leave Act
- Other State and Federal Labor Laws

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Discuss labor laws and their implications to work, workers, and employers.
Apply knowledge of labor laws to a variety of work-related scenarios.

V. EVALUATIONS:

Workers will be able to:

Demonstrate knowledge of labor laws by completing a multiple choice exam with a minimum of 80 percent accuracy.

VI. RESOURCES:

Teachers Guide for use with "A Workers Guide to Labor Law," Bureau of Labor Education, University of Maine
U.S. Dept of Labor Women's Bureau publications on legal rights of working women
Wider Opportunities for Women, 1325 G Street, NW, Washington, D.C. 2005, (207) 737-5764

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADES AND TECHNICAL WOMEN AND MEN

TASK: C-4 Conduct Interlocking Oppression and Diversity Training Education

II. INTRODUCTION:

Oppression is a series of social systems set up to control the bottom 90% of the population by limiting an individual's options, thereby, controlling her or his life. These social systems consist of written and unwritten rules about who can do what, which limits the choices a person will make in her or his life.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Describe how interlocking oppression affects them and their decision to enter, stay in, or advance in the trades.
Define Interlocking Oppression.
Understand how systems of oppression are interrelated.
Describe how interlocking oppression affects them and their decision to enter the trades.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders and workers will be able to:

View film, *Salt of the Earth*, and discuss levels of interlocking oppression present in the film and how this affected decisions made and choices available to the characters in the film.

V. EVALUATIONS:

Workers will be able to:

Define oppression.
Write an essay on a form of oppression(s) that they personally experience and the effects of that oppression.

VI. RESOURCES:

Step-up for Women, Northern New England Tradeswomen
Video: *Salt of the Earth*

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-5 Increase Strength and Cardiovascular Conditioning

II. INTRODUCTION:

Upper body strength, cardiovascular conditioning, flexibility, and endurance are necessary physical fitness requirements for success and safety in trade and technical careers.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Increase physical strength.
Develop upper body strength.
Increase cardiovascular endurance.
Demonstrate proper techniques for lifting and carrying objects.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Evaluate individual fitness at beginning of program.
Develop individual physical fitness program (goals).
Evaluate individual fitness at end of program.
Determine maintenance and/or further development needs (goals).

V. EVALUATIONS:

Workers will be able to:

Demonstrate achievement of their cardiovascular and physical fitness goals.

VI. RESOURCES:

Step Up for Women, Northern New England Tradeswomen
Local Physical Education Programs
Ropes Training
Outward Bound Programs

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-6 Conduct Sexual Harassment Prevention Training

II. INTRODUCTION:

Everyone has the right to go to school and work in a productive and harassment free environment. When harassment exists, the results are negative. Every worker needs to know that harassment is illegal. A worker needs to understand her or his rights and the dynamics that lead to harassment as well as how to effectively deal with those situations.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Learn about the illegality of sexual harassment.
Define sexual harassment.
Define their rights and responsibilities.
Learn techniques which effectively deal with sexual harassment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Use a training program that deals with sexual harassment, such as *Sending the Right Signals* training program consisting of Instructor Manual, Student Manual, and Video.

V. EVALUATIONS:

Workers will be able to:

Define sexual harassment.

V. EVALUATIONS (cont.):

Describe one method of dealing with sexual harassment and outline steps for taking action.

VI. RESOURCES:

Sending the Right Signals, Includes Trainer Handbook, Student Handbook.
Video: *Crossing the Line* Training Program

VII. SPECIAL NOTES:

GENDER EQUITY & MULTICULTURAL AWARENESS

Maine
Dept. of Education
Division of Applied Technology

SEXUAL HARASSMENT TRAINING GUIDE

ACTIVITY #1

dat 4-94

THE CYCLE OF OPPRESSION

Objective: Participants will develop an awareness and understanding about the effects of oppression on all people.

Participants will engage in productive dialogue about how oppression may have affected them and how they felt.

Participants will identify that sexual harassment is but one form of oppression which affects us all.

Videotape: **A Tale of "O" On Being Different**

Time: 30 minutes for viewing the video. Allow additional time for introducing the topic and setting basic groundrules and for group discussions. A total of one hour should be sufficient.

Process: As part of the introduction, use **The CYCLE OF OPPRESSION** handout. It is recommended that small group discussions be used to allow participants to process their reactions to the video. Use **The CYCLE OF OPPRESSION WORKSHEET** for this activity. Have small groups report out their findings and observations to the larger group.

Resources: **The CYCLE OF OPPRESSION** handout and **The CYCLE OF OPPRESSION WORKSHEET.**

A Tale of "O" Instructors Guide and Video (available through the Maine Curriculum Resource Center of Maine or may be purchased from **Goodmeasure, Inc, One Memorial Drive, Cambridge, MA 02142 Tel 617-621-3838**).

GENDER EQUITY & MULTICULTURAL AWARENESS

The CYCLE OF OPPRESSION[1]

dat 4-94

BORN - (we have no choice about social & economic group membership)

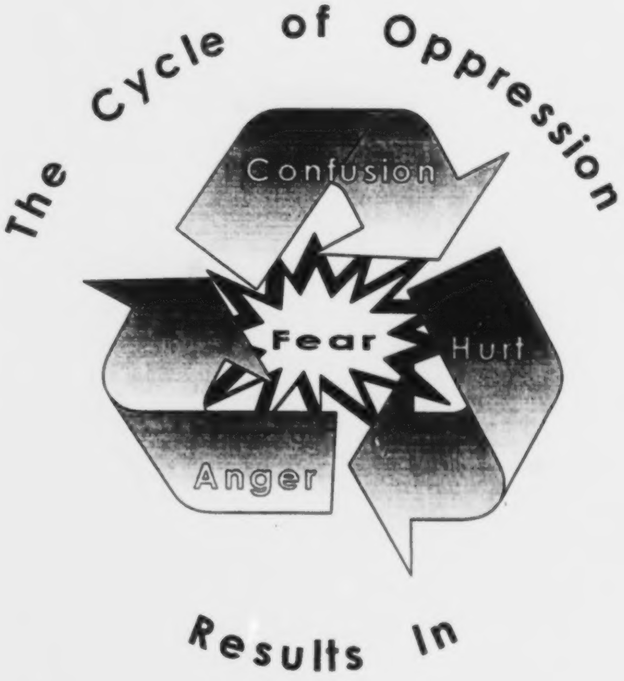
The **Cycle of Oppression** begins with information we synthesize through observation and learning.

SYSTEMATIC TRAINING:
- stereotypes
- myths
- missing information
- biased history

The **Cycle** is supported by what we learn from those we respect and trust.

TAUGHT BY:
- parents
- friends
- relatives
- role models
- culture
- institutions

REINFORCED BY:
- personal experience
- culture
- institutions



The **Cycle** results in behaviors which reinforce the systemic training we all receive from birth.

RESULTS IN:
- unconscious, well intended behavior
- denial, collusion, anger, hostility
- pressure to "not make waves"

---

[1] Loel L. Greene, Canton, New York

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT TRAINING GUIDE **ACTIVITY #2**

dat 4-94

INTRODUCTION TO SEXUAL HARASSMENT

Objective: Participants will identify why sexual harassment is an important issue in todays workplace.

Videotape: None.

Time: 15 minutes

Process: Provide an introduction to the issue of sexual harassment, highlight some significant data based on workplace surveys and **The AAUW Survey on Sexual Harassment in America's Schools**, and follow-up with the definitions for sexual harassment in the workplace and in schools.

Resources: **INTRODUCTION** handout, **WORKPLACE FACTS** handout, Maine Women's Lobby fact sheet, AAUW Survey handout and order form, **DEFINITIONS** handout, and Maine Women's Lobby overview of Maine Public Law 1991.

GENDER EQUITY & MULTICULTURAL AWARENESS

The CYCLE OF OPPRESSION

WORKSHEET

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The purpose of this exercise is to help you begin to identify those behaviors which may constitute oppression. Oppression is a very strong term, and, unlike discrimination, it can affect any person or group of persons not covered under current Federal and State discrimination laws.

Oppression is defined as:	**the systematic subjugation of a social group by a group with access to social power and involves prejudice and power.**[1]
Prejudice is defined as:	**a set of negative belief, generalized about a whole group of people.**
Social power is defined as:	**access and availability to resources needed to get what you want and influence others.**

The video, **A Tale of "O"** will be shown. You are asked to identify instances when the behavior of others made you feel different or set apart from others. Jot these instances down and identify how you felt at the time. After the video you will be asked to share this information with others (if you choose) in small group discussions. Small group discussions should focus on how these behaviors may have resulted in oppression.

Behaviors	**How the behavior made me feel**
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

What are some other issues which may involve oppression or cause people to feel different and uncomfortable.

____

____

Can **Sexual Harassment** be considered a form of oppression? _____ Yes _____ No

---

[1] Loel L. Greene, Providence, Rhode Island

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT

INTRODUCTION

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When I think of sexual harassment I am immediately struck by its pervasiveness in our culture and the different perspective women and men have with respect to its seriousness. An excellent example of this difference was graphicly depicted in a cartoon by S. Kelly which was published in the San Diego Union and reprinted in the October 21 issue of Newsweek. The cartoon features a female and a male coworker conversing. She asks him, "Why don't men see sexual harassment as a problem the way women do? I mean, how would you like it if I made lewd remarks to you, described scenes from porno movies, or patted your behind?" The male coworker is seen thinking about her question. He then responds by asking her... "How much for all three?"

As long as men and women see sexual harassment differently, we as a society will continue to struggle with this issue. We must come to realize that sexual harassment is both divisive and disruptive, it interferes with productivity, can have profound legal, ethical, and psychological affects on both the victim and the workplace, and can affect the physical health and safety of the victim.

Today, we will try to understand these aspect of sexual harassment through the use of a video depicting job related situations involving sexual harassment. We will also try to understand how sexual harassment can be both divisive and disruptive in the educational environment for students as well as employees.

Before we begin, I would like to set some ground rules. First, it is quite likely that everyone here has some hesitation about talking freely about this issue. If so, that is understandable because at one level what we are talking about is sexuality and no one in our society has an easy time with that. So for today, please set aside any hesitation or nervousness and participate fully in the discussions.

Secondly, we may have some pre-conceived notions about the issue of sexual harassment, based on what we have heard or read about it or perhaps based on some personal experience. I do not intend to minimize or discount these preconceived notions you have about sexual harassment, but I would like to ask that they be set aside for the time being and that we all remain open to some new ideas and perspectives on the issue. After all is said and done, then go ahead and reassess your feeling about sexual harassment.

Finally, there is the issue of laughter. It is OK to laugh. But some of the laughter may be a result of parts of the video which are actually offensive to some. If this is the case, let us be respectful of others who choose to laugh. Remember, this is an environment which is open to learning. In addition, if some of you are offended by portions of the video, please let me apologize now. My intention is not to offend, but to educate. In doing so it is sometimes necessary to depict scenes or discuss issues which are offensive to some.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **DEFINITIONS**

dat 4-94

EMPLOYMENT

THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Sec. 703 of Title VII of the Civil Rights Act of 1964 as amended in 29 CFR Part 1604

1. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

   a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

   b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

   c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

THE MAINE HUMAN RIGHTS COMMISSION

Section 4572 of The Maine Human Rights Act

1. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

   a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

   b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

2. An employer, employment agency, joint apprenticeship committee or labor organization (hereinafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence.

3. With respect to persons other than those mentioned in paragraph 2 of this section, an employer is responsible for acts of sexual harassment in the workplace where the employer, or its agents or supervisory employees, knows or should have known of the conduct. An employer may rebut apparent liability for such acts by showing that it took immediate and appropriate corrective action.

IMPLEMENTING SEXUAL HARASSMENT EDUCATION AND TRAINING IN MAINE WORKPLACES - PUBLIC LAW 1991, CHAPTER 474

Maine's new law prohibiting sexual harassment on the job took effect on October 9, 1991 and contains the following provisions.

1. Applies to all employers, both public and private, located or doing business in Maine.
2. Requires posting, in a "prominent and accessible" location in the workplace, information about the illegality of sexual harassment.
3. Requires annual written notification of all employees about the illegality of sexual harassment and rights afforded to persons who complain of sexual harassment.
4. In workplaces with 15 or more employees, requires training and education of all new employees and all new supervisory employees within one year of the commencement of their employment. Training for supervisors and managers must include information on their specific responsibilities in addressing sexual harassment complaints.
5. Increases civil penal damages to be imposed on violators of the Maine Human Rights Act.

EDUCATION

THE MAINE HUMAN RIGHTS COMMISSION

EQUAL EDUCATIONAL OPPORTUNITY RULE

Harassment on the basis of sex shall be unlawful education discrimination within the meaning of Title 5, S4602. This shall include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature in the following situations:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;

2. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits;

3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **DEFINITIONS**

dat 4-94

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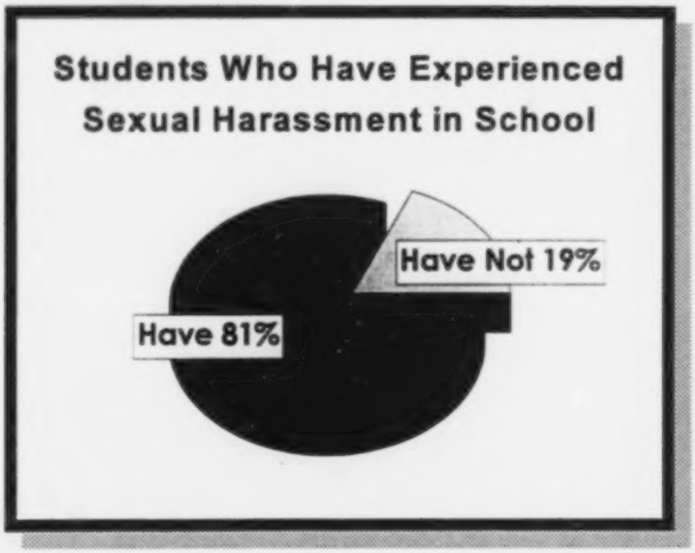
1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's educational benefits;
2. Submission to or rejection of such conduct by a student is used as the basis for decisions on educational benefits;
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.

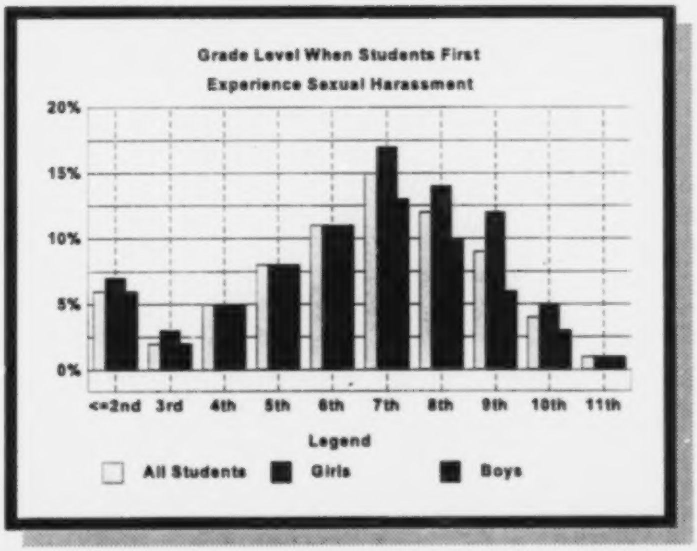
The AAUW Education Foundation Survey
Hostile Hallways

The AAUW Survey on Sexual Harassment in America's Schools

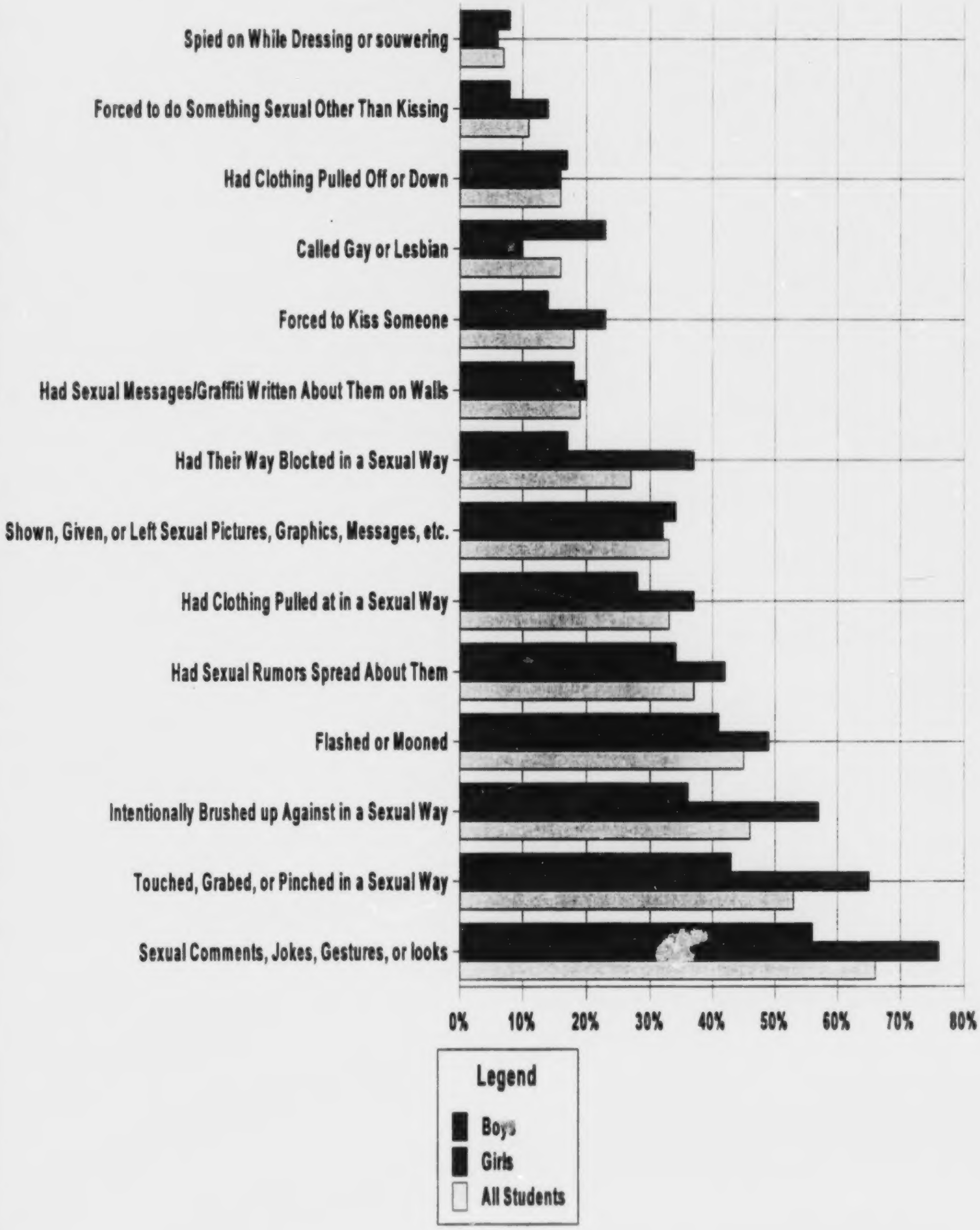
Highlights of the AAUW Survey



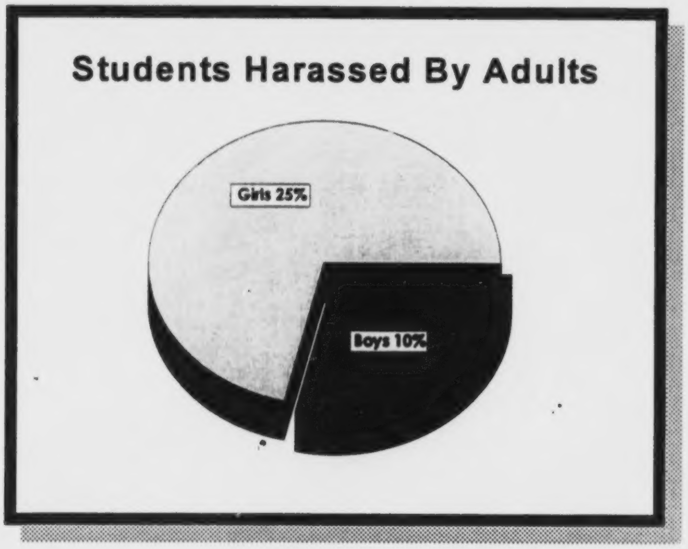
Data for the following charts, except where noted, are based on the 81% of students who reported some experience of sexual harassment in school.



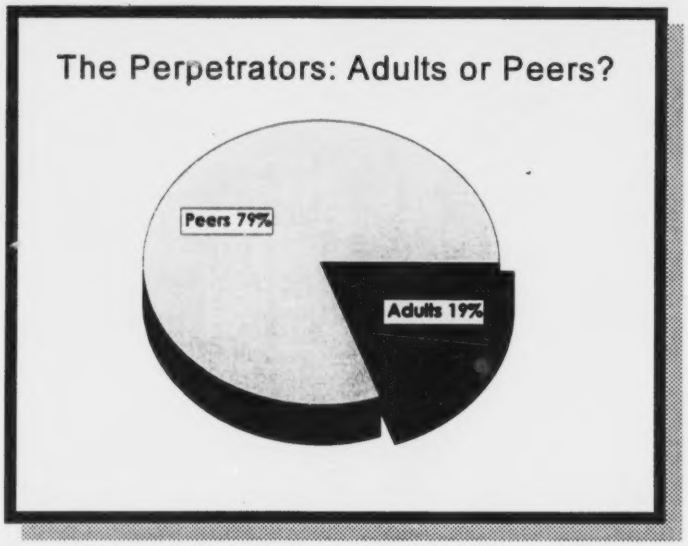
Types of Sexual Harassment Experienced in School



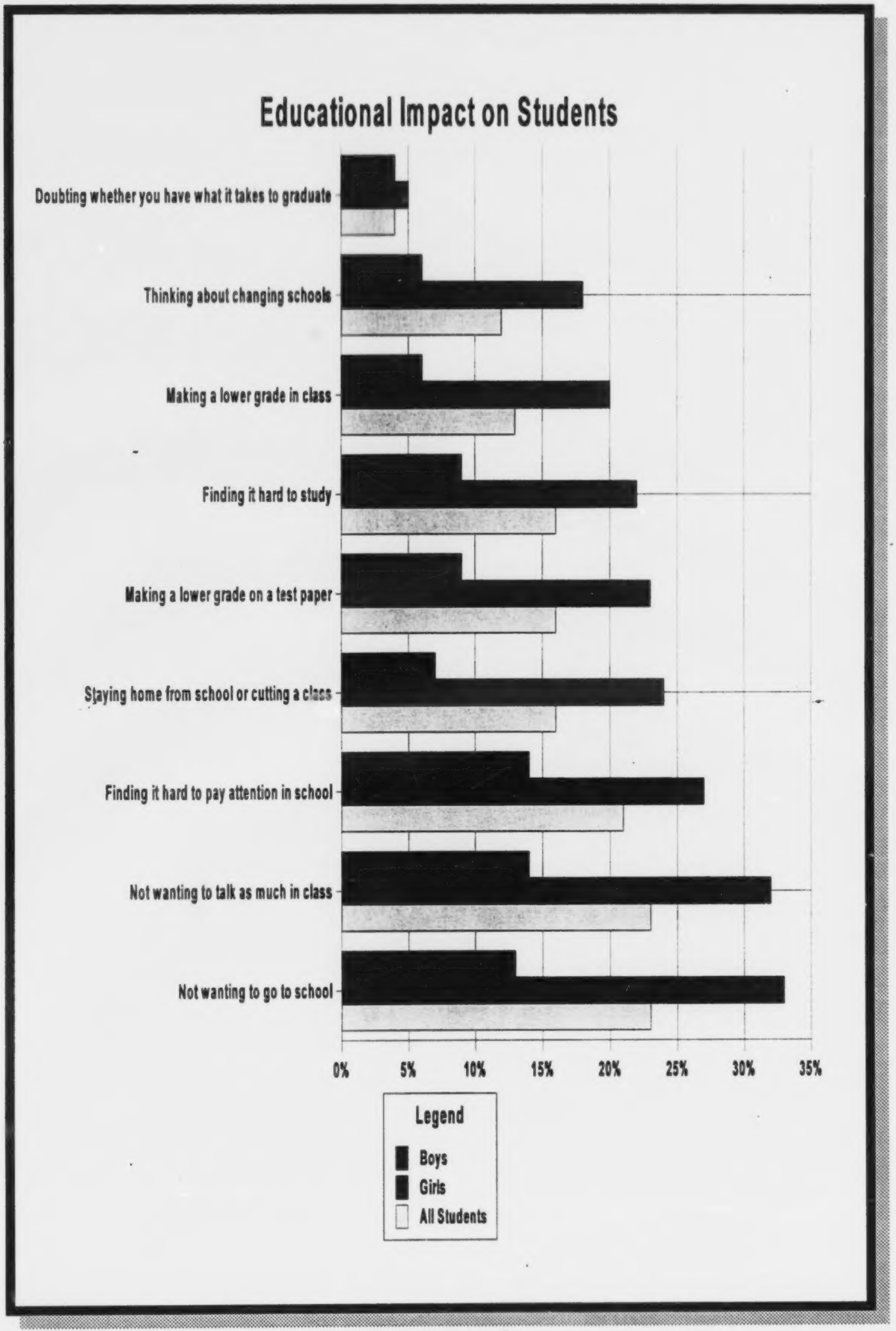
Of Those Students who have been harassed in school, one in four girls and one in ten boys have been targeted by school employees.

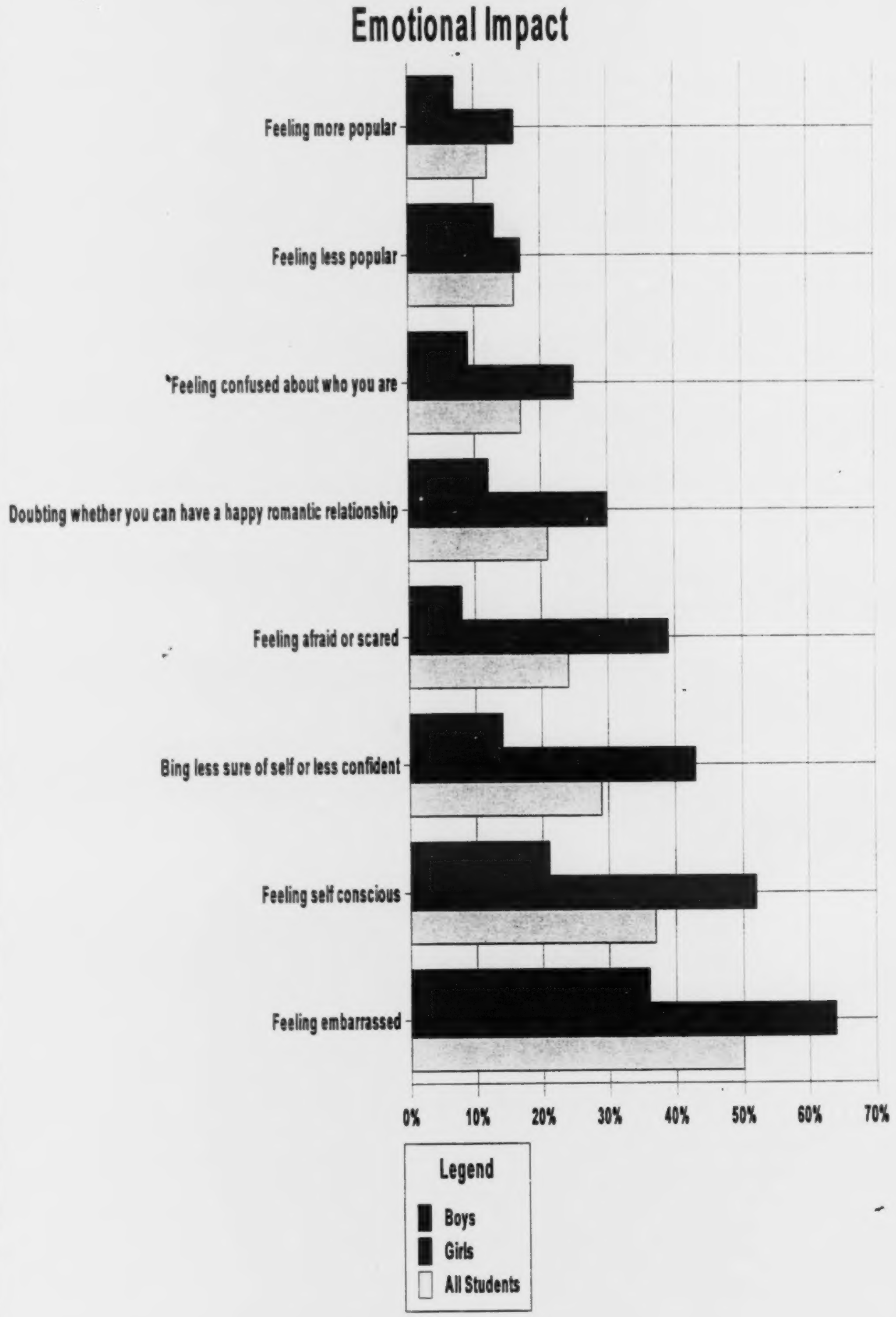


Peer to peer harassment is more than four times as common as adult to student harassment.

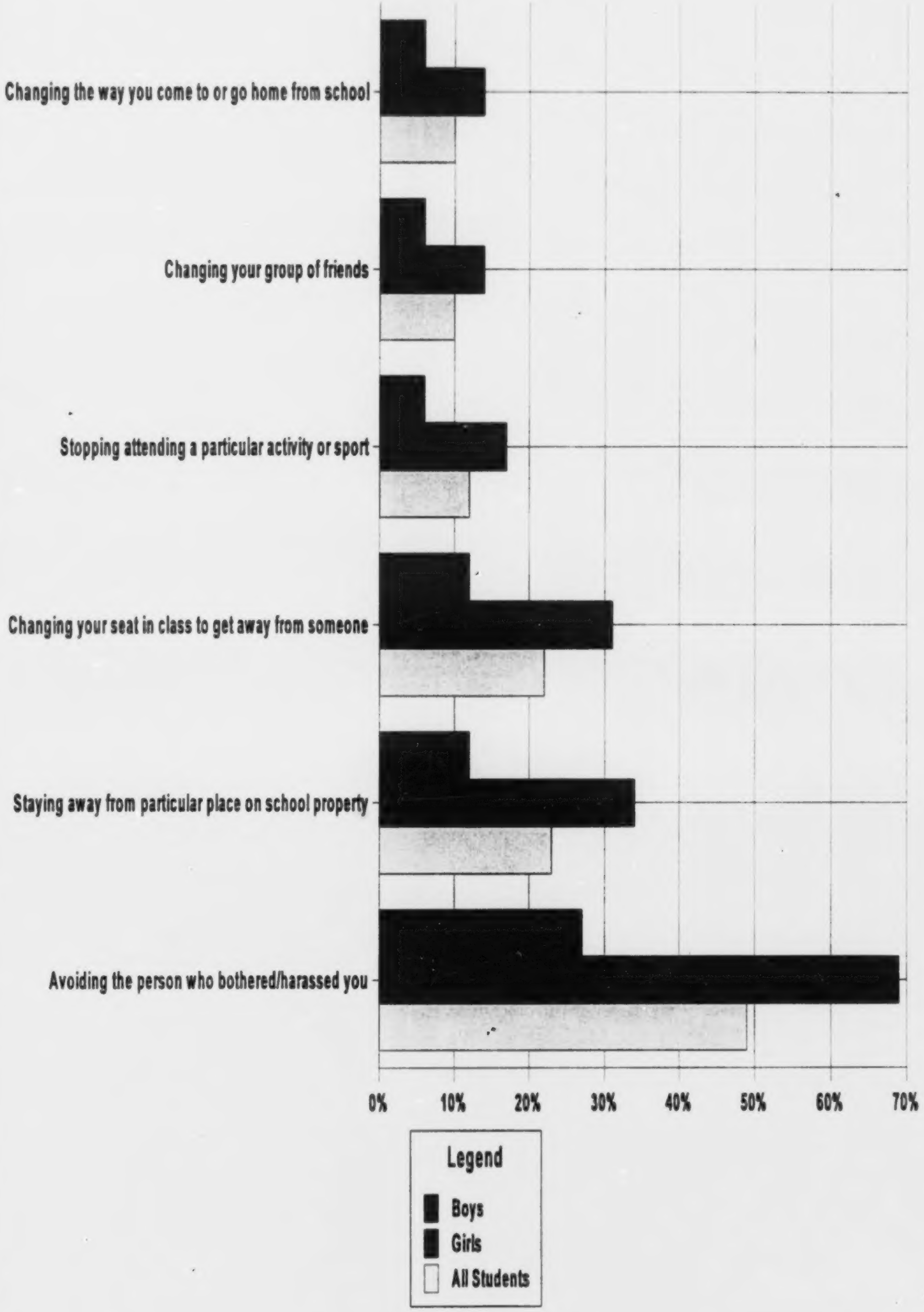


The impact sexual harassment has on student educational performance, the emotional impact on students, and the behavioral impact on students, is depicted in the following charts.


Educational Impact on Students
Doubting whether you have what it takes to graduate
Thinking about changing schools
Making a lower grade in class
Finding it hard to study
Making a lower grade on a test paper
Staying home from school or cutting a class
Finding it hard to pay attention in school
Not wanting to talk as much in class
Not wanting to go to school
0%
5%
10%
15%
20%
25%
30%
35%
Legend
Boys
Girls
All Students


Emotional Impact
Feeling more popular
Feeling less popular
*Feeling confused about who you are
Doubting whether you can have a happy romantic relationship
Feeling afraid or scared
Bing less sure of self or less confident
Feeling self conscious
Feeling embarrassed
0%
10%
20%
30%
40%
50%
60%
70%
Legend
Boys
Girls
All Students

Behavioral Impact



GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT TRAINING GUIDE **ACTIVITY #3**

dat 4-94

IS THIS SEXUAL HARASSMENT?

Objective: Confronted with specific situations, participants will be able to discriminate among those where harassment is occurring and those where it is not.

Videotape: None

Time: 30 minutes

Process: Have participants work in small groups to identify whether the situations in the **IS THIS SEXUAL HARASSMENT?** handout are or are not sexual harassment. Have participants debate why they think the situations are or are not and to be prepared to share their thoughts with the larger group.

Situation #1. **YES** it is sexual harassment. Discuss the power relationship here between supervisor and subordinate and the pressure this creates. How do you suppose this request will affect the working relationship in the future, irrespective of whether Cathy agrees or not. Also discuss how this may be sex discrimination against men who may not be afforded the same "opportunity" for the promotion.

Situation #2. **NO**it is not sexual harassment. There is not a sexual connotation to this behavior, so it does not constitute harassment. What is probably occurring is sex role stereotyping and, if Patricia is being treated differently from her peers in other aspects of her job, she may be being discriminated against. For example, having to take notes prevents her from participating fully in the discussion, therefore differential treatment and adverse impact. Discuss alternatives to Patricia taking notes all the time. Examples might be rotating the responsibility among the special staff or bringing in a secretary or a tape recorder.

Situation #3. **YES** it is sexual harassment. In discussing resolutions to this situation, some participants may recommend that Eve take her breaks elsewhere. try to solicit from participants the reason why this type of solution might result in sex discrimination. Have participants suggest alternative resolutions that would not be discriminatory.

Situation #4. **NO** it is not sexual harassment.

Situation #5. **NO** it is not sexual harassment.

Situation #6. **YES** it is sexual harassment. Even though the salesman is not an employee, Susan's employer is still liable for this harassment. Discuss what Susan's manager might do if he or she knew of this harassment. Some participants say this is not sexual harassment because it is not clear whether management is aware of the problem. It is clearly a hostile environment type of situation and it is clear that co-workers are aware of the problem because she has talked with others in the office about it. The fact that it is common knowledge would place it in a situation where management, if it didn't know of the problem, should have known.

Situation #7. **YES** it is sexual harassment. This is a clear example of how a mutually consenting relationship can turn into a case of harassment.

Resources: **IS THIS SEXUAL HARASSMENT?** handout.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT

dat 4-94

IS THIS SEXUAL HARASSMENT?

The seven situations which follow describe situations which may constitute sexual harassment. For each situation, identify whether you believe sexual harassment has occurred. Be prepared to justify your response.

1. Cathy Somes' superintendent told her that she will be in line for the next promotion if she agrees to have "late dinners" with him.

Yes ___ **No** ___ **Maybe** ___

2. Patricia Harrington is one of six personnel who serve as special staff to her school district's superintendent, Jim Ross. She shares equal status with the other members, all of whom are male. Jim Ross regularly asks her to take notes at these staff meetings.

Yes ___ **No** ___ **Maybe** ___

3. The men in the breakroom have a habit of telling dirty jokes during the morning coffee break. This happens almost daily. One of their co-workers, Eve Brown, is offended by this behavior and has asked them to stop.

Yes ___ **No** ___ **Maybe** ___

4. Cynthia Jordan was promoted to principal of one of the school district's schools where she supervises six teachers and two support personnel. She finds that she is attracted to one of her subordinates, Bob Smith. During the past few weeks she has maintained a professional relationship with him. Recently, she took advantage of an off-hours' opportunity to approach him with her interest in a dating relationship and asked him if he would like to have dinner with her at her place. As a look of surprise came over his face, he mumbled that he had other commitments and quickly excused himself.

Yes ___ **No** ___ **Maybe** ___

5. Judy and Dave work in different schools in the school district. They have been dating for about a year and have recently decided to live together.

Yes ___ No ___ Maybe ___

6. Susan Libby is a new and inexperienced clerk in the superintendent's office. One salesperson, who makes frequent calls to the office, repeatedly makes suggestive comments about her appearance and asks her for a date each time he visits. She has smiled politely at his comments and usually reminds him that she is married and not interested. Recently, she has talked with other personnel in the school to identify how she can get him to leave her alone.

Yes ___ No ___ Maybe ___

7. Sally Hanover has tried for several months to end a sexual relationship she has been having with her boss, John Johnson. Unwilling to take no for an answer, he persists in telephoning her after hours and has roped her into several business trips under the pretense of work. In their last discussion, which ended in an argument, he told her she'd be fired if she continued to be so uncooperative.

Yes ___ No ___ Maybe ___

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT

IS THIS SEXUAL HARASSMENT?

dat 4-94

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2. Patricia Harrington is one of six personnel who serve as special staff to her school district's superintendent, Jim Ross. She shares equal status with the other members, all of whom are male. Jim Ross regularly asks her to take notes at these staff meetings.

Yes ___ **No** ___ **Maybe** ___

3. The men in the breakroom have a habit of telling dirty jokes during the morning coffee break. This happens almost daily. One of their co-workers, Eve Brown, is offended by this behavior and has asked them to stop.

Yes ___ **No** ___ **Maybe** ___

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Yes ___ **No** ___ **Maybe** ___

5. Judy and Dave work in different schools in the school district. They have been dating for about a year and have recently decided to live together.

Yes ___ **No** ___ **Maybe** ___

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Yes ___ **No** ___ **Maybe** ___

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Yes ___ **No** ___ **Maybe** ___

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **EEOC GUIDELINES**

dat 4-94

APPLYING EEOC GUIDELINES TO EMPLOYMENT

CONDITIONS UNDER WHICH THE EMPLOYER IS LIABLE?

The employer is liable when:

1. Submitting to the conduct is made explicitly or implicitly a term or condition of employment.

   e.g., "Put up or get out" "You're hired if you'll cooperate"

   -HIRING OR FIRING-

2. Submitting to or rejecting the conduct is used as the basis for employment decisions.

   e.g., "The promotion is yours if you cooperate." "Your bad attitude about going out with me will show up on your next performance review."

   -PROMOTION, DEMOTION, RAISE, PAYCUT-

HOW LIABLE IS THE EMPLOYER AND WHEN?

QUID PRO QUO

Because harassment under the first and second conditions involve unwelcome demands for sexual favors in return for employment benefits and are committed by **AGENTS** of the organization (manager, supervisor, etc.), liability is:

STRICT AND ABSOLUTE

The employer is **ALWAYS** liable for these instances of harassment.

---

3. The conduct unreasonably interferes with work performance or creates a hostile, intimidating or offensive work environment.

   e.g., "I just want to do my job, but she's really making it hard. She just won't leave me alone."

   -PERFORMANCE SUFFERS, OFFENSIVE WORK CLIMATE-

HOSTILE ENVIRONMENT

This type of harassment is committed by co-workers, clients, customers, and vendors. Therefore, liability is:

LESS STRICT

AND

The employer is liable only when the employer **KNOWS OR SHOULD HAVE KNOWN.**

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT TRAINING GUIDE ACTIVITY #4

dat 4-94

APPLYING EEOC & EDUCATIONAL GUIDELINES

Objective: Participants will gain a general understanding of their employer's liability under the Equal Employment Opportunity Commission's Guidelines on sexual harassment and actions which they and there employer can take to reduce this liability.

Participant will be able to describe the degree of liability their employer has for specific instances of harassment.

Participants will be able to describe both the degree and type of liability their employer has for specific instances of harassment.

Videotape: **"The Factory"** vignette from the "Effective Management Strategies: Preventing Sexual Harassment" videotape. Running time approximately 2 minutes.

Time: 20 minutes

Process: Review the **EEOC GUIDELINES** handout with participants. Ensure that they understand the three conditions of liability as set forth by the EEOC. Be sure to differentiate between the two conditions which constitute **QUID PRO QUO** and the condition which constitutes **HOSTILE ENVIRONMENT**.

Introduce the **EDUCATIONAL GUIDELINES** handout. Ensure that participants understand that this is an interpretation of how the EEOC employment guidelines might be applied to a non-employment educational situation affecting students at either the elementary, secondary, adult, or postsecondary levels of education. However, for this activity, the EEOC employment guidelines will be used.

Introduce **"The Factory"** vignette as a case study which developed from a situation which involved the Continental Can Company and one of it's employees. The issue here is not whether sexual harassment existed. It should be clear to all that it did. What participants should determine, in small group discussions, are:

1. when was the employer was liable and under what conditions of liability?

2. what should the employer have done to correct the situation?

3. what options does the victim have in seeking an end to the offensive behavior?

4. what are some of the other issues going on in the vignette which may affect employee health and safety, productivity, morale, other forms of behavior which have to do with sex bias or sex role stereotyping, and other forms of discriminatory or offensive behavior which have nothing to do with sex but may be racially or ethnicly motivated. (**Special Note:** This may be the most important aspect of this activity. The reason is that sexual harassment is not the only issue at play in a hostile environment situation. In fact, there may be so many other things going on that there may be a tendency to see this as something other than sexual harassment. What is important is that it is sexual harassment as well as racial harassment, as well as a violation of health and safety rules and regulations, etc..)

Be sure that participants understand that this vignette is based on a real situation in which a court ruled on behalf of the victim. In this case, the court said that:

1. notice was given even though the victim didn't name names and was rather vague about what was going on.

2. the court defined "immediate and corrective action" as sameday action and chastised the company for not having a policy in effect.

Resources: **"The Factory"** vignette, the **EEOC GUIDELINES** handout, and the **EDUCATIONAL GUIDELINES** handout.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **EDUCATIONAL GUIDELINES**

dat 4-94

APPLYING EEOC EMPLOYMENT GUIDELINES TO EDUCATION

CONDITIONS UNDER WHICH THE SCHOOL IS LIABLE?

The school is liable when:

1. Submitting to the conduct is made explicitly or implicitly a term or condition of admission.

   e.g., "Put up or get out" "You're accepted into the program if you'll cooperate"

   -ADMISSION OR DISMISSAL-

2. Submitting to or rejecting the conduct is used as the basis for academic decisions.

   e.g., "The high grades are yours if you cooperate." "Your bad attitude about going out with me will show up in your grades."

   -PASS OR FAIL-

HOW LIABLE IS THE SCHOOL AND WHEN?

QUID PRO QUO

Because harassment under the first and second conditions involve unwelcome demands for sexual favors in return for employment benefits and are committed by **AGENTS** of the school (teacher, department chairperson, etc.), liability is:

STRICT AND ABSOLUTE

The school is **ALWAYS** liable for these instances of harassment.

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3. The conduct unreasonably interferes with academic performance or creates a hostile, intimidating or offensive school climate.

   e.g., "I just want to complete this program, but she's really making it hard. She just won't leave me alone."

   -PERFORMANCE SUFFERS, OFFENSIVE SCHOOL CLIMATE-

HOSTILE ENVIRONMENT

This type of harassment is committed by fellow students, clients, customers, and vendors. Harassment could also be committed by visitors either as a result of athletic events or other activities. Therefore, liability is:

LESS STRICT

AND

The school is liable only when the school
KNOWS OR SHOULD HAVE KNOWN.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT TRAINING GUIDE ACTIVITY #5

dat 4-94

THE CAUSES AND EFFECTS OF SEXUAL HARASSMENT

Objective: Participants will be able to describe some of the causes of sexual harassment.

Participants will be able to identify and challenge some of the assumptions and attitudes that block effective working relations between men and women.

Participants will be able to describe the psychological and economic effects of harassment on the victim, the work unit, and the organization.

Videotape: **"The Secretary" & "The Awards Ceremony"** Vignettes from the "Effective Management Strategies: Preventing Sexual Harassment" videotape. Running time approximately 2 minutes each.

Time: 20 minutes

Process: Introduce the three causes of sexual harassment with the **WHAT ARE ITS CAUSES** handout and the effects of sexual harassment with the **EFFECTS OF SEXUAL HARASSMENT** handout.

With participants in small groups, have them view **"The Secretary"** vignette as a case of sexual harassment involving the abuse of power and **"The Awards Ceremony"** vignette as a case of sexual harassment involving inappropriate social norms.

Following the videos, small group discussions should focus on identifying the conditions of liability for each vignette, a discussion of which of the three causes of sexual harassment is involved in each video, and discussion of what can and should be done by and for the victims. Further discussion may focus on what forms of sex bias and sex role stereotyping are at play.

An important aspect of this activity is to recognize the effects sexual harassment has on the victim, the organization and the work unit. Participants should enter into discussions around these issues. An important consideration here is to note that sexual harassment always costs the organization money even in the absence of court action or a formal grievance. For this part of the activity, participants may refer back to **"The Factory"** vignette.

Be sure that participants understand that one of the effects of sexual harassment on the organization is unemployment compensation claims and another is workers compensation claims.

A victim of sexual harassment who quits his or her job because of sexual harassment, may apply for unemployment compensation. In Maine, the Maine Job Service will accept sexual harassment as a valid reason for quitting a job. However, the applicant for unemployment compensation must be able to adequately justify their reason for quitting as a bonefide sexual harassment problem which made it impossible for them to continue their employment. Appeals are to be directed to the Affirmative Action Officer of the Maine Department of Labor.

A victim of sexual harassment who finds it necessary to seek medical assistance for stress, psychological problems or other medical issues related to sexual harassment may apply for workers compensation. As with unemployment compensation, the victim, regardless of whether they quit their job, must be able to adequately justify their reason for seeking workers compensation based on bonefide medical complications which arose from sexual harassment. Appeals are to directed to the insurance company which provides the employer with workers compensation insurance.

Resources: **"The Secretary" & "The Awards Ceremony"** vignette, the **WHAT ARE ITS CAUSES?** handout, and the **EFFECTS OF SEXUAL HARASSMENT** handout.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **WHAT ARE ITS CAUSES**
dat 4-94

The Three Causes of Sexual Harassment

Poor Communications

Inappropriate Social Norms

Abuse of Power

1. **Poor Communications.** The definition of sexual harassment incorporates the terms "offensive," "intimidating," and "hostile." But, what one person finds offensive, may be flattering to another. For example, A co-worker may frequently remark to his colleague that he finds her attractive by saying such things as: "Hey Sue, you look great today." He may not intend to convey anything more than that, yet the frequency with which he does it may make Sue feel uncomfortable. Therefore, she does not feel totally at ease around him. Yet, Sue never confronts him on this issue. It is clear here, that the message received is not the one being sent. But how does this get corrected so that Sue fully understands what John is saying and that John sends a clearly understood message free of innuendo?

2. **Inappropriate Social Norms.** In some work/educational environments, social norms may reinforce, encourage, and perpetuate harassing behaviors. An example of this might be the student who wants to be accepted as one of the guys in the automotive program. For this to happen, he may feel it necessary to go along with the off-color jokes, make remarks about the appearance of women who may be in the program, and/or contribute some of those sexually explicit Zerox cartoons which frequent most workplaces. All of this is in the name of "acceptance;" conforming to social norms which tend to shape and mold our behavior in ways which may be very inappropriate and highly offensive to others. In fact, they may even be offensive to ourselves, but we go along with it so that we can feel we belong and perhaps so that we can avoid offending others by identifying that we don't appreciate their behavior.

NOTE: The majority of harassment that takes place under the "hostile environment" part of the EEOC Guidelines can be attributed to communications problems and social norms. For the most part, the harassers are not deliberately harassing, and in some instances, they may perceive their behavior as harmless. The key to improving behavior here is to improve communication techniques and seek ways to change social norms.

3. **Abuse of Power.** With this form of harassment, we are talking about the person who gets his/her power needs met in inappropriate and unhealthy ways. This person uses sexuality, makes sexual demands, puts on the pressure for sexual favors in order to feel powerful. Some harassers engage in this form of behavior regardless of whether they are in positions of authority. The harasser who attempts to gain power over others sexually is often a repeat-offender. No matter where the person is transferred or finds employment, the behavior continues. Often, the only solution is to fire the individual and strongly recommend psychological counseling.

NOTE: The majority of harassment that takes place under the "abuse of power" concept would meet the criteria outlined in the first two parts of the EEOC Guidelines.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **EFFECTS OF HARASSMENT**

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EFFECTS ON THE VICTIM

Potential Psychological Effects	Shame Fear Humiliation Self-Doubt Embarrassment Guilt Anger Powerlessness Stress Withdrawal Isolation Degradation
Potential Economic Effects	Loss of job Job search expenses Loss of seniority Loss of references Medical expenses Increased absenteeism Reduced productivity

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EFFECTS ON THE WORK UNIT

Potential Psychological Effects	Morale problems Tarnished reputations Trust decreased Confusion/bewilderment Shock
Potential Economic Effects	Reduced productivity Increased work load Performance review potentially effected Turnover costs for recruiting and training Safety can be jeopardized

EFFECTS ON THE ORGANIZATION

Potential Psychological Effects	Lowered morale Public relations problems Loss of trust Hostile employee relations Polarization of men and women Anger towards organization
Potential Economic Effects	Legal expenses Cash settlement Reduced productivity Increase in use of benefits Unemployment comp. claims Worker's compensation claims

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT TRAINING GUIDE — ACTIVITY #6

dat 4-94

PREVENTION TECHNIQUES

Objective: Participants will know how to effectively implement their organization's policy on sexual harassment.

Participants will be able to list the steps to take in informally resolving complaints.

Participants will be able to demonstrate skills in informally resolving complaints.

Participants will be able to describe how good management practices can be used to prevent harassment from occurring.

Videotape: None

Time: 20 minutes

Process: Present the participants with **THE VICTIM** handout which describes prevention techniques a victim of sexual harassment may use to stop the harassment. Point out that the most important things a victim can do are: 1) know what his or her organizations policy is regarding sexual harassment; 2) communicate clearly to the alleged harasser that the behavior in question is seen as sexual harassment, is unwelcome, and is expected to stop; 3) and to write down all aspects of the incident in a journal in the event the behavior does not stop.

Present the participants with the **ALL STUDENTS/EMPLOYEES** handout which describes prevention techniques any member of the organization may use to stop or prevent harassment. Important issues to point out here are: 1) become aware of the organizations policy regarding sexual harassment; 2) be aware of ones own actions so as to model appropriate behavior; and 3) support the victim when it is clear that sexual harassment is occurring and is unwelcome. (Emphasize here that unwelcome may not be something the recipient of the behavior determines, it may be predetermined by the organizations policy as well as unwelcome by others who happen to observe the behavior and find it offensive. Therefore, have participants become aware of their environment, there may be subtle or very strong indications that sexual harassment is unwelcome by a variety of people, regardless of whether they are the victim.)

Present the participants with the **EMPLOYERS** handout which describes prevention techniques the employer can take to prevent sexual harassment and to support victims of sexual harassment. Important issues to point out here are: 1) to develop policies and procedures regarding sexual harassment and make them widely know through inservice training programs; 2) model appropriate behavior at all times; 3) conduct immediate and thorough investigations of sexual harassment incidents regardless of whether there is a formal complaint (In the absence of a formal complaint, corrective action may be taken by the employer as long as the rights and privacy of the victim are maintained. When a formal complaint is presented, do not assume that the victim is right and the alleged harasser is wrong. Investigate to determine the facts. Take appropriate corrective action based on the facts. Such disciplinary action may be taken against the alleged harassers if he or she is proven to have committed a sexual harassment offense, but the discipline may also be to the alleged victim if the facts indicate that a false complaint was filed.); and 4) be sure to document all actions taken by all supervisory personnel and those conducting the investigation.

Resources: **THE VICTIM, ALL STUDENTS/EMPLOYEES,** and **EMPLOYERS** handouts. An excellent resource to purchase is **"An Educators Guide to controlling Sexual Harassment"** available from

Thompson Publishing Group
1725 K Street, N. W., Suite 200
Washington, D.C. 20006
202/872-4000 (Editorial Offices)
1-800-677-3789 (Customer Service)

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT

THE VICTIM

dat 4-94

When an incident occurs the victim should take the following actions.

1. Tell the harasser you are offended by his or her behavior/remarks and that you want him or her to stop.

2. Be firm and polite, but be clear about what it is you want him or her to stop doing. You might describe how the harassment negatively affects you. Say things like:

   - "Please don't touch me. I don't like it. It makes me uncomfortable."

   - "No. I don't want to go out with you."

   - "I don't think jokes like that are funny. Please don't tell them when I am in the room."

   - "I'd like it a lot better if you would comment on the quality of my work rather than on the way I look."

   - "My name is Tracy, not `Honey'."

3. If the offensive behavior continues, put your objections to the harassment in writing, sending one copy to the harasser and keeping one copy for yourself.

4. If the harassment persists, let your supervisor/instructor know or talk with the affirmative action officer. It may be necessary to file a formal complaint using the employers/schools internal complaint process.

5. Document all incidents of sexual harassment or conversations about the incident/s. Record the date, time, place, people involved, and who said what to whom.

6. Talk to witnesses to the harassment to reinforce it in their minds, letting them know that you consider the actions of the harasser to be unwanted and inappropriate.

7. Talk with your family and friends about it, especially co-workers. This is important for two reasons.

   a. Do not isolate yourself.

   b. There may be others who have been harassed and may be willing to substantiate your charges with some of their own.

8. If you experience stress symptoms from the harassment, then keep a record of these symptoms and any medical attention received as a result of these symptoms. Be sure to document comments by your physician as to the relationship of these symptoms and work related sexual harassment. This is critical in the event you need to file for workers compensation benefits.

9. Should you transfer, quit, or be fired because of the harassment, then detail your charges in letters to management. Keep copies. This is especially critical in the event you file formal charges through the Maine Human Rights Commission or the Equal Employment Opportunity Commission. In addition, it will be necessary to document your reasons for quitting prior to collecting unemployment benefits.

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT ALL STUDENTS/EMPLOYEES

dat 4-94

Employees and students have a responsibility to act responsibly and effectively to prevent sexual harassment.

1. Understanding of Sexual Harassment

Know the educational institution's/employer's policy on sexual harassment, the recommended complaint and investigation procedures, and the three main criteria for identifying sexual harassment (**unwanted, unwelcome behavior of a sexual nature**).

Develop an awareness of and sensitivity to sexual harassment by talking to your spouse, other family members, and close friends about experiences they might have had with sexual harassment.

2. Observation of Campus/Workplace Environment

Be conscious of what goes on around you. Pay attention to the way people interact.

Be sensitive to the way in which those who are more vulnerable may react to the behavior of others.

Watch for subtle forms of sexual harassment and how they may negatively effect the work/learning environment and the self-esteem of those around you.

3. Awareness of Your Own Actions

Look at yourself. Don't assume that other people enjoy hearing comments about their appearance, listening to sexually oriented jokes or remarks, being touched, stared at, or propositioned.

Think about the impact of what you say and do have on another person's attitudes toward work/education, job/academic and vocational performance, and self-esteem. Pay attention to how others respond to what you do and say.

Don't encourage sexual harassment by the way you communicate. Don't encourage the harassers by smiling or laughing at their jokes, or "flirting back." They will think you really enjoy this type of attention.

4. Support the Victim

When you notice someone being harassed:

Talk to the harasser.

- "Do you have any idea how much your jokes upset him/her? He/she really has a hard time concentrating on their work because they are embarrassed by the things you say."
- "What makes you think you've got the right to touch him/her like that? That kind of familiarity is really inappropriate for our school. That's not acceptable."
- "You seem to really enjoy propositioning all the new males/females that come into your class/office. This isn't professional."
- "If you spoke to me like that, I'd go straight to the Principal. Do you have any idea of how it feels to hear that sort of thing?"

Talk to the victim.

- "You seem to get pretty tense every time Tracy comes into the office."
- "I'd be really angry (offended, embarrassed) if he/she did that sort of thing to me. Do you want to talk about it?"
- "If you decide to complain about Tracy's behavior, let me know and I'll support you. I've seen enough to know that he/she really interferes with your work."

GENDER EQUITY & MULTICULTURAL AWARENESS

SEXUAL HARASSMENT **EMPLOYERS**
dat 4-94

EMPLOYERS AND THEIR MANAGERS, SUPERVISORS, ADMINISTRATORS, SUPERINTENDENTS, PRINCIPALS, DEPARTMENT HEADS, AND TEACHERS

As an agent of your employment agency/educational institution, you have the same responsibilities as the employee/student; understanding sexual harassment, observation of the work/learning environment, awareness of your own actions, and responding appropriately to sexual harassment. You can confront the harasser (as the victim or as an observer), and you can support the victim (as an observer). However, you have a greater responsibility due to factors of liability regardless of whether you have observed the behavior.

Responsibilities

1. Education of Employees and Students

Inform employees/students that you will take immediate and appropriate action when situation comes to your attention.

Conduct awareness training programs on sexual harassment for your employees/students.

Initiate formal and informal discussions about the issue.

Provide information about resources within the organization that are available to your employees/students if assistance is needed in handling a sexual harassment situation.

2. Modeling of Appropriate Behavior

Exhibit the behavior you expect of your employees/students.

3. Response to Sexual Harassment

Investigate the complaint or situation.

Resolve the problem.

Counsel everyone involved.

Follow up on the resolution.

Taking Appropriate Action

1. Investigate the Complaint or Situation

Remember to protect the interests of all parties involved. Maintain confidentiality (any complaint, whether true or false, may have a negative impact on all parties).

a. Alleged Victim

If you observe sexual harassment, present your observation to the alleged victim and ask for verification. If someone complains to you about being harassed, investigate. In either case, proceed by asking the alleged victim questions such as:

- "What happened and when did it happen?"
- "Did it affect your work? How?"
- "What were your feelings and what did you do about it?"
- "What is the background of the incident?"
- "What documentation do you have?"
- "Did anyone else see or hear the incident?"
- "Did you talk to anyone else about it?"

Listen attentively to what the alleged victim says. Be sensitive to the feelings involved.

Document your interaction with the alleged victim and notify the affirmative action officer of your actions.

b. Alleged Harasser

Present the alleged harasser with the charge or your observation.

Ask for a response from the alleged harasser.

Investigate by asking questions such as:

- "Describe your interaction with Tracy (the alleged victim)."
- "Do you think you have ever done anything that might have caused Tracy to feel offended?"
- "To what degree do you think you use sexual language, innuendoes, jokes, or mannerisms in the work/educational setting?"
- "Are there others who might be able to comment on your interactions with Tracy?"
- "What are the business/educational reasons for your interactions with Tracy?"

Listen attentively to what the alleged harasser says. Be sensitive to the feelings involved.

Consider the degree to which the behavior was mutual and reciprocal.

Consider how you would handle the situation if it were a different kind of discrimination.

Document your interaction with the alleged harasser and notify the affirmative action officer.

c. Witnesses and Others

Present your concern/charge to the witnesses and others identified and investigate by asking questions such as:

- "What type of interactions have been observed between the alleged victim and the alleged harasser?"
- "From your point of view, was the alleged harasser bothering the alleged

victim?"

- "Are there others who might be able to comment on their interaction?"
- "Did the alleged victim ever complain to you about the alleged harasser's behavior?"

Listen attentively to what the witnesses and others say. Be sensitive to the feelings involved.

Document your interaction with witnesses and others and notify the affirmative action officer.

d. If Sexual Harassment Does Not Exist

Once you have determined that the situation or complaint probably does not indicate sexual harassment, take the appropriate corrective action with the person who made the charge. For the accused person, take the appropriate action to maintain or restore his or her credibility. Be supportive of this person with others. Be especially sensitive to any retaliation on the part of others in support of either the accused or accuser.

e. If Sexual Harassment Exists

Once you have determined that sexual harassment exists, you will want to make the most use of the information you have obtained during your investigation. On the basis of that information, you will want to resolve the problem that has arisen, counsel all parties involved, and follow up with appropriate disciplinary action.

At this point you will definitely want to involve the affirmative action officer and any significant others in the chain of command. In resolving the problem you will want to be impartial and consider the feelings, behavior, and careers of all parties.

1) The Victim

In making your decision, consider what steps should be taken to restore the victim's position, self-esteem, credibility, or privileges.

Inform the victim of your decision.

Document your decision and interaction with the victim and notify the affirmative action officer.

2) The Harasser

Consider the following before corrective action is determined:

- How severe was the harassment as indicated by the impact on the victim, organization, and harasser?
- Were other policies violated? When?
- Was the violation intentional or unintentional?
- Was the harasser aware of the policy? Should he or she have been?
- How cooperative/truthful was the harasser when confronted?
- Were others involved as harassers or victims?
- What was the involvement or level of knowledge of the immediate manager/educator?
- Do others need to be consulted on the disposition of this case?
- What corrective action is appropriate?
- Have you used all appropriate levels of management to resolve the problem?
- Have you used all internal resources to resolve the problem?

Inform the harasser of your decision.

Document your decision and interaction with the harasser and notify the affirmative action officer.

3) Follow Up On The Resolution

Be direct and supportive to all parties involved. Ensure that there are no repercussions as a result of your decision.

With the victim and the harasser: 1) Observe and monitor interactions between them; 2) Be available for or initiate conversation with them individually regarding there feelings, behavior change, work/educational performance, and interaction with others; and 3) Be sensitive to the possible informal reprisals that could be directed toward them.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-7 Provide Leadership Opportunities for Women

II. INTRODUCTION:

In order to increase opportunities for women to practice their leadership styles in mixed gender groups, leadership opportunities must be integrated into the classroom, meeting room, and the workplace.

III. PERFORMANCE OBJECTIVES:

Leaders will ensure that:

Women chair meetings, supervise a work group, and organize projects.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct activities that build trust and team work.
Assess individuals to identify leadership styles.
Discuss self-assessment for leadership abilities.

V. EVALUATIONS:

Workers will be able to:

Identify and discuss a time when they took on or rejected a leadership role.
Discuss why they decided to take it or not.
See Task C-8 Evaluation.

VI. RESOURCES:

Ropes Training
Outward Bound
Myers Briggs (Bob Greenleaf's Leadership Evaluation)
GESSA training for added learning activity

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-16 Participate in NTO support groups
Also Refer to Student Audience Approach to This Task

II. INTRODUCTION:

Connection with others working in similar situations is important to the health/productivity of organizations and their employees.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Use existing employees as "teachers, mentors, or guides" for new employees.
Publicize and encourage participation in NTO peer support groups.
Develop support groups where needed.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Identify respected, skilled employees who are willing to serve as teachers, mentors, or guides for new employees or employees acquiring new skills.
Discuss the value of peer support.
Identify and provide a list of community peer support groups.
Identify and provide a list of tradeswomen support groups.
Identify support groups where needed.

V. EVALUATIONS:

Workers will be able to:
Attend at existing support groups.
Attend at tradeswomen conferences and association meetings.

VI. RESOURCES:

Chamber of Commerce

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-1 Provide and Promote Employer/Employee Networking
Also Refer to Student Audience Approach To Task C-16

II. INTRODUCTION:

The opportunity to network with others in similar situations is important to the health/productivity of organizations and their employees.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Use existing employees as "teachers, mentors, or guides" for new employees.
Publicize and encourage participation in NTO peer support groups.
Identify and participate in business networks that support NTO efforts.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Provide respected, skilled employees to guide new employees or those acquiring new skills particularly with non-traditional occupations.
Discuss the value of peer support with employees.
Identify and provide lists and contacts for community peer support groups, tradeswomen support groups NTO peer support groups.
Encourage the creation of NTO peer support groups (if needed).
Participate in business network to explore/discuss NTO efforts.
Invite guest speakers on the value of diversity.
Invite guest speakers on NTO issues.
Provide employees the opportunity to participate in support groups and professional groups during working hours.
Provide monetary or in-kind support to NTO support groups.

V. EVALUATIONS:

Workers will be able to:

Attend and participate in tradeswomen association meetings.
Attend tradeswomen conferences.
Be reimbursed for time in peer group/association/conference participation if during working hours.
Depend on employers participation in business oriented NTO conferences, discussion groups, etc.

VI. RESOURCES:

Chamber of Commerce

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-2 Utilize Gender-Specific NTO Support Groups/Networks
Prerequisite: C-16

II. INTRODUCTION:

NTO workers need a support system to network, discuss concerns, identify role models in a comfortable, safe, supportive environment.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify work groups for male and female non-traditional workers.
Encourage NTO workers to participate in a support group.
Provide bulletin board space for information regarding non-traditional support groups.
Provide the opportunity for mentoring.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Refer to Task C-16

V. EVALUATIONS:

Leaders will be able to:

Increase percent of NTO workers increases.
Retain NTO workers remain on the job.
Form support groups are formed and available to all NTO workers.

VI. RESOURCES:

Women's Trade Organizations, such as: ME Tradeswomen's Network, C/O Women Unlimited CMTC, 1250 Turner Street, Auburn, ME 04210

VI. RESOURCES (cont.):

Northern New England Tradeswomen Network, RR2, Box 66-17, St. Johnsbury, VT 05819
Society for Women Engineers
National Association of Women in Construction
Coalition of Labor Union Women
Women Construction Owners and Executives

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-4 Encourage Opportunities for Peer Support
Refer to C-16, D-2, F-13, I-5, I-6 Tasks regarding team building and workplace respect.

II. INTRODUCTION:

"Encourage opportunities" is not strong enough language. According to current research, peer support and mutual respect among all workers and management is critical to creating a productive, efficient, diversified work environment. Leadership of labor and management at all levels is necessary for creating a mutually respectful work environment.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Create a mutually respectful work environment.
Create positive, diversified worker attitudes.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Use existing employees as teachers, mentors, or guides for new employees.
Encourage worker feedback (total quality management philosophies) from all workers at all levels.
Recognize, foster, and reward the behaviors (modeling) of labor and management at all levels conducive to a mutually respectful work environment.
Establish, implement, and support institutional philosophies for a mutually respectful work environment.

V. EVALUATION:

Leaders and workers will be able to:

Incorporate mutually respectful work environment philosophies in institutional policy and evaluation procedures.
Recognize the beneficial connection between mutual respect and increased productivity.

VI. RESOURCES:

Teambuilding exercises
Total Quality Management material
Workforce 2000 philosophy—Secretary's Commission on Achieving Necessary Skills published by U.S. Department of Labor documents
Small Business Administration Offices
Labor Education Office at University of Maine at Orono (207) 581-4124

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-5 Encourage the Placement of Two or More NTO Students or Workers in Classes and on Job Sites

II. INTRODUCTION:

Diminishing the feelings of isolation that exist among NTO workers is critical to creating a supportive work environment. When the NTO employee ratio reaches a critical mass, acceptance of NTO employees is no longer considered unique but as a contributing factor to the efficiency of the institution. At this point, an NTO workforce should be self-sustaining.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Actively and affirmatively recruit, hire, and support increased numbers of NTO workers in an effort to create a diversified workforce.

IV: SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Use NTO organization job banks when recruiting and hiring.
Place of two or more NTO workers in teams, job assignments, or training activities, etc.

V. EVALUATION:

Leaders will be able to:

Increase the reported numbers of NTO workers.

VI. RESOURCES:

Potential Employee Sources:
Local Job Training Offices
Technical College Placement Offices
Local Job Training Offices
Technical College Placement Offices
Women in Trades Groups—Women Unlimited (207) 623-7576
Displaced Homemakers Offices
JOBS/ASPIRE Offices
Maine State Apprenticeship & Training Council

VII. SPECIAL NOTES:

REMEMBER: An occupation is considered non-traditional when 25% or less of the workers are of one gender.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-6 Utilize Personal Counseling Services

II. INTRODUCTION:

Personal issues are often a barrier to success in the classroom or on the job. Students and or/working men and women should be aware of the available options of counseling.

III. PERFORMANCE OBJECTIVE:

Leaders will help workers to:

Become aware of personal issues that can affect their success and well being.
Identify available resources in the community.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Listen to a Human Resource and Community Health person.
Write about a time in which they dealt with a personal issue and how they did it.
Brainstorm five personal issues that would warrant seeking personal counseling services.
Break into small groups and discuss strategies to access help to resolve issues.

V. EVALUATIONS:

Workers will be able to:

List five community resources available for help.
Identify those resources, what they provide, and how to contact the resource.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: D CREATE SUPPORT SYSTEMS

TASK: D-7 Provide Placement and Follow-up Services

II. INTRODUCTION:

Placement and follow-up services are available to assist graduates and displaced workers in obtaining and retaining jobs and/or training and retraining opportunities. Students and workers need to know these services are available and how to access them.

III. PERFORMANCE OBJECTIVE:

Leaders will help workers to:

Identify available placement and follow-up services.
Identify how these services are delivered.
Use available pre-employment assessments to identify employment skills necessary to obtain a quality job.
Develop a personal placement plan.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Invite community resource people to present employment placement opportunities.
Prepare resumes, job applications, and practice interview skills.
Identify and list available services in the community.

V. EVALUATIONS:

Workers will be able to:

Identify appropriate community services.

VI. RESOURCES:

Maine Job Service
Print Placement Services
Local School Craft Committees
Employers
Guidance Departments/Instructors
Displaced Homemakers Association
Displaced Workers Association

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ELIMINATE EXTERNAL BARRIERS

TASK: E-1 Eliminate Discrimination of Race, Age, Sex, Religion, Ethnicity, Sexual Orientation, Mental/Physical Disability, and Martial Status

II. INTRODUCTION:

Discrimination is illegal.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Recognize discrimination.
Define discrimination.
Identify preventive measures for discrimination.
Discuss discrimination and repercussions.
Recognize and intervene in discriminatory situations.
Identify the process for recourse when discrimination occurs.

IV. SUGGESTED IMPLEMENTATIONS STRATEGIES:

Leaders will be able to:

Participate in Interlocking Oppression Training (refer to Task C-4)
View *A Tale of "O"—On Being Different* video and discuss.
Develop policies and procedures regarding discrimination.
Post policies and procedures regarding discrimination.

V. EVALUATIONS:

Workers will be able to:

Given a situation, simulated or in "real life," recognize discriminatory behavior and use either preventive and/or intervention techniques to address the discriminatory situation.

VI. RESOURCES:

A Tale of "O"—On Being Different video available from the Vocational Curriculum Resource Center of Maine, KVTC, 92 Western Avenue, Fairfield, ME 04937, (207) 453-5170
Maine Human Rights Commission (207) 624-6050

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ELIMINATE EXTERNAL BARRIERS

TASK: E-5 Design Comparable Tools and Equipment to Fit Women

II. INTRODUCTION:

Because a standard size worker does not exist, employers must understand that their employees have differing strengths and physical capabilities. These differences are advantageous to employers. Since a variety of tools and adaptive equipment exists, employers need to know what types of modifications are available and how to access them. Employers can adapt traditional ways of getting the work done so that women workers can function effectively and safely.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers able to:

Identify processes that need improving.
Identify ways to improve the processes.
Identify resources for appropriate tools and equipment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Research strategies.
Network with similar businesses.
Use local vocational centers and regions for information.
Conduct a practice analysis of a business process.

V. EVALUATIONS:

Leaders will be able to:

Employ of a diverse work force. Identify and improve processes. Ensure that employees work in a safe, healthy environment.

VI. RESOURCES:

Business Answers, Department of Economic and Community Development
National Tradeswomens Network
Women at Work (Wider Opportunities for Women)
Women's Bureau, U.S. Department of Labor
Maine Tradeswomens Network (State)
Women Unlimited
Vocational centers and regions and technical colleges
Women's Work, PO Box 543, York, ME 03909-0543
Workables for Women, Oak Valley, Clinton, PA 15026-0214

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E — ERADICATE EXTERNAL BARRIERS

TASK: E-6 Design Ergonomically Correct Environment

II. INTRODUCTION:

To reduce workplace injury, work processes must be designed to promote safe working conditions. “Ergonomics” means matching work requirements to the physical capacity and endurance of workers to reduce stress and injury.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Define ergonomics.
Identify work place situations that require ergonomic analysis.
Perform an ergonomic analysis.
Make the necessary adjustments.

IV. IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Identify resources that can assist in performing the analysis.
Conduct a practice analysis.
Analyze worker injury patterns.

V. EVALUATIONS:

Leaders and workers will be able to:

Reduce worker injury rate.
Reduce Worker's Comp costs.
Lower worker turnover.

VI. RESOURCES:

Maine Employers Mutual Insurance Co.
OSHA
Central Maine Technical College
University of Southern Maine
Equipment Vendors
Local hospital
State Department of Labor

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-7 Design and Implement Diverse Dependent Care Options

II. INTRODUCTION:

Dependent care for children or adults is a major factor in the lives of many individuals. Increasingly, families have two income earners, and by the year 200, two-thirds of the new entrants into the labor force will be women. Since people live longer, dependent care for the elderly affects more families. Resolution of the dependent care problem is beneficial to businesses as well as the employee.

As an employer you may have an obligation under the Family Medical Leave Act as well as other Federal and state laws and regulations.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Understand how dependent care issues affect productivity.
Understand the dependent care needs of the employees.
Understand the federal and state laws that apply to business.
Be informed of dependent care options available in the community
Change students to workers.

IV. IMPLEMENTATION:

Leaders will be able to:

Research dependent care options in the community.
Make this information available to employees.
Provide information to employees on child care tax credits.
Talk with employees about their dependent care needs.
Explore work schedule adjustments to accommodate dependent care needs.

V. EVALUATIONS:

Leaders will be able to:

Reduce absenteeism related to dependent care.
Post dependent care resources on bulletin boards.

VI. RESOURCES:

Child Care Resource Development Centers link parents looking for care with child care providers and work with employers to develop child care options
Home Health Agencies
United Way
Bureau of Elder and Adult Services
AARP
Area Agency on Aging
Maine Women's Lobby
Congressional offices
Bureau of Labor Standards
Maine Job Service
Internal Revenue Service
"Work and Family Resource Kit", U.S. Dept. of Labor Women's Bureau
"A Child Care Primer for Small Business", Options for Working Parents, 30 Exchange Terrace, Providence, RI 02903
Work at home
Workers Instead of Students

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-8 Increase Access to Transportation
E-9 Provide Flextime Opportunities/Options

II. INTRODUCTION:

Transportation is essential to being able to work in Maine. Since many employees or potential employees may not be able to afford dependable private transportation, encouraging and/or planning for car pools, transportation cooperatives, and public transportation is a necessity.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Educate members of the business/industry community about the need for supportive transportation policies.
Educate members of the business/industry community about the need for and benefits of flex-time and flexible work schedules.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Identify situations where transportation and/or flex-time schedules would be beneficial to the employer, possible employees, and to the community.
Define and/or layout how a flex-time schedule that could be implemented to increase productivity, workplace efficiency, and worker satisfaction.

V. EVALUATIONS:

Leaders will be able to:

Observe, over a period of time, that more transportation options are utilized, and flex-time options are more readily available for employees.

VI. RESOURCES:

VII. SPECIAL NOTES:

Again, these changes may be observable only over a long period of time.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-10 Provide Technical Assistance for Schools and Employers Regarding Employing Women

II. INTRODUCTION:

Various schools and businesses have questions regarding extending full opportunities to women in training and employment. Therefore, business, industry, and schools should find answers to these questions.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Establish a Speaker's Bureau of recognized people to speak on this issue and be a resource to educational institutions and public and private employers.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Meet and confer with Speaker Bureau representatives.

V. EVALUATIONS:

Leaders will be able to:

Conduct ongoing assessment of topics and barriers. Over time, fewer barriers will exist and fewer questions will arise.

VI. RESOURCES:

Speaker Bureau, once formed
Various local women organizations
Displaced Homemakers Association
Department of Labor

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-11 Elevate Image of Technical/Vocational Education and Careers

II. INTRODUCTION:

In order for business and industry to have a larger technically trained and diversified workforce from which to select potential employees, more people need to access secondary and post-secondary technical and vocational education programs. One strategy to accomplish this is to elevate the value and status of secondary and post-secondary technical and vocational education.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Strengthen the partnership between business, education, and labor.
Enter into partnerships with secondary and post-secondary vocational and technical training institutions to increase the number of non-traditional students.
Access media to promote successful partnerships between secondary and post-secondary vocational and technical education and business/industry.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Participate in educational initiatives in their geographical area (i.e., Tech Prep, Maine Youth Apprenticeship, Applied Academics, Jobs for Maine's Graduates, etc.).
Serve on Advisory Committees at local secondary and post-secondary vocational and technical institutions.
Participate in local community and economic development planning committees.
Provide internship and/or cooperative education opportunities for students.
Explore apprenticeship program opportunities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Access the secondary and post-secondary vocational and technical systems to upgrade and/or train/retrain workforce.
Establish training budgets and provide training stipends as an employee benefit.
Provide counseling for displaced workers.

V. EVALUATION:

Leaders will be able to:

Increase secondary and post-secondary vocational and technical education enrollments.
Increase business, industry, and labor involvement in secondary and post-secondary vocational and technical education programs (i.e. advisory groups, curriculum development consultation).

VI. RESOURCES:

Refer to Vocational Curriculum Resource Center of Maine for a variety of resources dealing with business and education partnerships.
Maine Council on Economic Education.

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-12 Provide Dependent Care Leave
Refer to E-9 Flex-time Opportunities/Options

II. INTRODUCTION:

Honoring employees' dependent care needs plays a valuable role in increasing workplace morale, productivity, and employee retention.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Provide flexible options for dependent care leave.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Provide sick leave that includes dependent care.
Implement Family Leave Act, regardless of meeting the minimum employee number.
Provide flex-time and/or other innovative work scheduling programs.
Provide information, referral, and counseling to employees regarding dependent care needs and available resources.

V. EVALUATION:

Leaders will be able to:

Document that dependent care leave option packages are in place and in use.
Evaluate impact to both workers and employers when dependent care leave options are used.
Implement Family Leave Act.

VI. RESOURCES:

Bureau of National Affairs, Washington, DC publications regarding labor relations
Harley Davidson Corporation
UNUM
L.L. Bean
Tom's of Maine
Women's Bureau at the U.S. Department of Labor, Washington, DC
Labor Education Office at UMO

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-13 Provide Comprehensive Benefit Package for All

II. INTRODUCTION:

A comprehensive benefits package is a powerful tool for recruiting, retaining, and developing a highly skilled and healthy workforce.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Provide a flexible and comprehensive benefits package for employees.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Provide prorated benefits packages for part-time employees.
Explore comprehensive benefits package options.
(Possible benefit options include health insurance, dependent care, flex-time, staff development, disability and pension programs, training and retraining opportunities, dental insurance, location and relocation assistance, child care in house, eye care insurance, transportation options.)
Provide a menu of employee benefits.

V. EVALUATION:

Leaders will be able to:

Offer flexible and comprehensive benefits packages.

VI. RESOURCES:

Bureau of National Affairs, Washington, DC
State and Federal Departments of Labor

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:**	F	REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (Co-Worker/Students)
TASK:	F-1	Stop violence and hatred towards women

II. INTRODUCTION:

While gender-related physical violence is less common in the workplace, other manifestations of hatred and violence are widespread. Psychological or emotional and violence directly affects quality of work life, productivity, morale and retention of employees.

Examples of gender-related, workplace violence include hostility, fear, denigration, disempowerment, and threats.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Describe the effects of violence in the workplace.
Identify workplace situations with potential for violence.
In a non-threatening way, ask employees for their experiences and input.
Identify remedies to address the violence.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Set workplace expectations.
Identify community resources.
Speak with someone from a women's advocacy group.
Analyze employee information.
Design remedies based on employee information.

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

V. EVALUATIONS:

Leaders will be able to:

Achieve low employee turnover.
Recognize inappropriate behavior and use preventive and/or intervention techniques to address the situation.
Ensure that all employees work in a non-hostile environment.
Re-survey employees after changes are implemented.

VI. RESOURCES:

Anti-defamation League (B'nai Brith)
Maine Human Rights Commission
Womens Bureau DOL
9-5
NOW
UM Womens Center
Maine Women's Lobby
Local battered women's shelters and rape crisis centers

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-6 Eliminate Discrimination in Work Assignments

II. INTRODUCTION:

To maximize the effectiveness/productivity of a company, employers should base work assignments on individual's qualifications of the individual to do the job.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Establish non-discriminatory procedures for assigning work.
Post work qualifications.
Involve employees in policy development.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Conduct group discussions regarding policies.
Become familiar with work assignment policies.
Examine sample policies.

V. EVALUATIONS:

Leaders will be able to:

Adapt and use a non-discriminatory work assignment policy.

VI. RESOURCES:

Attorney General's Office
Maine Chamber of Commerce & Industry
Maine Labor Relations Board
Bureau of Labor Education
Maine School Management

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/STUDENTS)

TASK: F-8 Eliminate Physical and Mental Harassment

II. INTRODUCTION:

Physical and mental harassment can be the cause of workers' compensation claims and can also reduce the organization's competitiveness and productivity levels. In order to reduce time loss and accidents in the workplace, discriminatory behavior regarding physical and mental harassment must be eliminated.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Identify types of harassment.
Identify both sides of the harassment (giver and receiver).
Understand effects of harassment.
Respond effectively when harassing situations arise.
Prevent harassment behavior in selves.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Conduct inservices on the topic of physical and mental harassment.
Use videos to deliver messages regarding both sides of the harassment issue, effects of harassment, and responding to harassing situations.

V. EVALUATIONS:

Workers will be able to:

Experience lower reduction in employee turnover figures especially among nontraditional workers.
Describe both the degree and the type of liability they and their employer have for specific instances of harassment.
Identify and challenge some of the assumptions and attitudes that block effective working relations.
Describe the psychological and economic effects of harassment on the victim, the work unit, and the organization.
Know how to effectively implement their organization's policy on physical and mental harassment.
List the steps to take in informally resolving complaints.
Describe how good management practices can be used to prevent harassment from occurring.

VI. RESOURCES:

A Tale of "O"—On Being Different Video
Sexual Harassment in the Maine Workplace
Variety of other videos and training programs available from the Vocal Curriculum Resource Center of Maine

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/ STUDENTS)

TASK: F-9 Eliminate Age Discrimination

II. INTRODUCTION:

The values placed on an individual's contribution to the workplace shouldn't be based on a person's age. Both the wisdom that comes with age or the new ideas from youth should be equally valued and considered. Information's value should be based on its content and not on its source. Research indicates that the workforce is aging and will continue to age; therefore, attitudes regarding hiring older/ experienced workers and/or younger/qualified workers must be adjusted. For these reasons, employers need to relook at all personnel issues within their company, and especially any that deal with age.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Understand how to deal with age issues: regarding employment, preparing a resume that deals with the age/experience issues, talking about the age issue in interview situations, talking with supervisor regarding future goals at review time, etc.

Develop/identify internal employment practices and policies which do not discriminate against employees/applicants regarding age.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct training regarding all issues related to age—youth, elderly, retirement, promotional opportunities, pay rate, insurance coverage, etc.

Address stereotypes regarding age: Older workers are often eager for career changes, are willing to stay with a company, are willing to change, and are able to take supervision. Young people are dependable and qualified for the workplace.

Review all internal workplace policies, practices, and behaviors to assure that no instances of age discrimination exist.

V. EVALUATIONS:

Leaders will be able to:

Employ a composite workforce that represents all age groups.

Revise policies, procedures, and behaviors which reflect age discrimination practices.

VI. RESOURCES:

Magazine articles available from local libraries and the VCRCOM on aging issues.
Videos from the VCRCOM
The Elements of Elder Law
Downsizing in an Aging Workforce: The Law, the Limits, and the Lessons
Take a Stand

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/ STUDENTS)

TASK: F-10 Provide Technical Assistance for Schools and Employers

II. INTRODUCTION:

Employers are a valuable resource to educational institutions and the community. Businesses can be used to address workplace issues within the community and the classroom. People should hear about these issues directly from employers and not just read about them in textbooks, hear about specific instances covered by the media, and/or take the word of the instructor or someone else not directly related to the issues.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Provide human resources to conduct technical assistance within educational institutions and the community.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Volunteer as a guest speaker within classrooms and the community to discuss workplace issues regarding discriminatory behavior.
Sponsor activities for community and/or schools to better inform everyone regarding workplace issues.
Publish newsletters and/or press releases regarding the positive impacts people working together for the goals of the company are having on the overall workforce.

V. EVALUATIONS:

Leaders will be able to:

Conduct a number of workplace-issues workshops.

VI. RESOURCES:

Local employers and businesses

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BARRIERS

TASK: F-11 Provide Gender-Positive Team-Building Education (Co-Worker)

II. INTRODUCTION:

Research has shown that productivity increases when employees work as a team and appreciate/recognize that individual differences and strengths that can be use to complete a project or assignment.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Identify the characteristics of an effective team.
Complete a team building experience.

IV. IMPLEMENTATION STRATEGIES:

Leaders will help workers able to:

Work in teams.
Use cooperative learning techniques.

V. EVALUATIONS:

Leaders will be able to:

Work in teams.

VI. RESOURCES:

Workers will be able to:

Quality management materials

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BARRIERS

TASK: F-12 Eliminate Discriminatory Teaching Methods

II. INTRODUCTION:

Every worker has a right to be treated fairly, equally, and respectfully in the workplace. People enter the workplace with diverse knowledge, skills, abilities, values, life experiences and learning styles. On-the-job training should focus on an individual's learning styles not her or his gender.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify worker learning styles.
Identify and avoid teaching methods that foster discrimination.
Be aware of society's stereotypes.

IV. IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Provide in-service courses for trainers.
Provide feedback from employees to trainers.
Videotape trainers to identify teaching behaviors.

V. EVALUATIONS:

Leaders will be able to:

Use anonymous employee feedback.

VI. RESOURCES:

Women Unlimited
Maine Human Rights Commission
Moose Ridge Associates, RR #1, Box 697, Monmouth, ME 04259

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BARRIERS

TASK: F-13 Require Respect in the Workplace

II. INTRODUCTION:

Refer to I-6

III. PERFORMANCE OBJECTIVES:

IV. IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

UNUM's anti-discrimination policy

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BARRIERS

TASK: F-14 Provide Leadership Opportunities for Women

II. INTRODUCTION:

In order to increase opportunities for women to practice their leadership styles in mixed gender groups, leadership opportunities must be integrated into meeting rooms and the workplace.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Assign women leadership roles that will give them the opportunity to chair meetings, supervise work groups and organize projects.

IV. IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Conduct activities that build trust and team work.
Assess individuals to identify leadership styles.
Discuss self-assessment for leadership abilities.

V. EVALUATIONS:

Workers will be able to:

Identify and discuss a time when they took on or rejected a leadership role.
Discuss why they decided to take it or reject it.

VI. RESOURCES:

Myers Briggs
Bob Greenleaf's Leadership Evaluation
Coalition of Labor Union Women (Women's Institute of Leadership Development)

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** G PROVIDE EDUCATOR TRAINING

TASK: G-4 Provide Sexual Harassment Prevention Training

II. INTRODUCTION:

Employers need to be concerned about sexual harassment in their institutions for three fundamental reasons: it's expensive, it's illegal, and it's wrong. It has a devastating effect on the people involved in the harassment, and it demoralizes and devalues institutions and the individuals associated with them.

Sexual harassment is an issue with a number of important implications. It is an issue with ethical and legal implications, psychological implications, and management implications. Furthermore, it is divisive, disruptive, and interferes with the ability of the organization and its employees to carryout the business of the organization.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

GOAL: To promote a better understanding of members of the other sex in order to impact recruitment, work climate, and retention.

OBJECTIVES:

1. To provide participants with data with respect to men's and women's participation in the paid workforce.
2. To provide participants with a conceptual framework for examining oppression and its effect on people and organizations.
3. To recognize and identify behaviors which may constitute sexual harassment on the job.
4. To provide participants with information regarding sexual harassment prevention techniques.

IV. LEARNING ACTIVITIES

Leaders will be able to:

Refer to the Maine Department of Education, Division of Applied Technology, Gender Equity & Multicultural Awareness training programs.

Refer to oppression and Sexual Harassment Prevention and Training
(Both are attached with this document)

V. EVALUATIONS:

Workers will be able to:

Develop an awareness and understanding about the effects of oppression on all people.
Engage in productive dialogue about how oppression may have affected them and how they felt.
Identify that sexual harassment is but one form of oppression which affects us all.
Identify why sexual harassment is an important issue in today's workplace.
Confronted with specific situations, discriminate among those where harassment is occurring and those where it is not.
Gain a general understanding of their employer's liability under the Equal Employment Opportunity Commission's Guidelines on sexual harassment and actions which they and their employer can take to reduce this liability.
Describe the degree of liability their employer has for specific instances of harassment.
Describe both the degree and type of liability their employer has for specific instances of harassment.
Describe some of the causes of sexual harassment.
Identify and challenge some of the assumptions and attitudes that block effective working relations between men and women.
Desscribe the psychological and economic effects of harassment on the victim, the work unit, and the organization.
Implement their organization's policy on sexual harassment.
List the steps to take in informally resolving complaints.
Demonstrate skills in informally resolving complaints.

V. EVALUATIONS (cont.):

Describe how good management practices can be used to prevent harrassment from occurring.

VI. RESOURCES:

A Tale of "O"—On Being Different, A Training Tool for Managing Diversity
Goodmeasure, Inc., One Memorial Drive, Cambridge, MA 02142, (617) 621-3838

Effective Management Strategies: Preventing Sexual Harassment
Chrysalis, 2104 Stevens Avenue South, Minneapolis, MN 55404, (612) 871-0118
(This training package is no longer available from Chrysalis but is available from the Curriculum Resource Center or Maine. Credit is given to Chrysalis for potential users who may be concerned about copywrite violations with regard to reproducing this material. The Maine Department of Education's Office of Sex Equity and Single Parent Programs has received permission from Chrysalis to reproduce the training video as needed.)

Contact the Curriculum Resource Center of Maine for other products designed for training personnel and students on sexual harassment.

For student training, *Crossing The Line* is highly recommended.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-10 Elevate Image of Vocational Technical Education and Careers

II. INTRODUCTION:

Elevating an image is more than a name change. It must include a philosophical change, leading to changes in behavior and attitudes by all stakeholders—educators, students, workers, administrators, consumers, business, industry, labor, parents, and policy makers.

One major influence that elevates a technical career's image is exposure to successful role models. This exposure demonstrates the importance of valuing a person's work and contribution to her/his occupation and society. It also stresses the importance of professional and personal flexibility and the adaptability an individual requires to work successfully.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Take pride in contributing to the workplace and society.
Implement work teams or total quality management philosophies in the workplace.
Promote the contribution of workers both internally and externally.
Implement business, industry, labor and community involvement in schools.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Use all media forms to promote and highlight the importance of a workers' contributions in the workplace and in the community.
Adopt a school so employees can work directly with students.

III. PERFORMANCE OBJECTIVES (cont.):

Recognize and celebrate employees' involvement in the community (i.e., committee work, volunteer work, town council member, school committee).
Recognize and celebrate workers' professional contributions to society.
Recognize and celebrate the contribution of this profession.
Use all media forms to promote and highlight the importance of the organization's contributions to the community.
Recognize and celebrate the organization's involvement in the community.

V. EVALUATIONS:

Leaders will be able to:

Work with individuals (especially schools or students) to help elevate their image.

VI. RESOURCES:

Women's Bureau
Media
AFL/CIO
Chambers of Commerce
Schools
Professional Trade Organizations and Associations
Civic Organizations

VII. SPECIAL NOTES:

Involved and celebrated employees bring a stronger commitment to the workplace and ultimately to the goals of the company, while elevating the image of their profession.

This task is very difficult to evaluate but is more an on-going "noticeable progress is seen" type of evaluation.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVERY WORKPLACE LITERACY SKILLS

TASK:
I-1 Teach Decision-Making Skills
I-2 Teach Problem-Solving Skills
I-4 Teach Critical Thinking

II. INTRODUCTION:

Current and future jobs will require high skill levels. Productive employees have a range of skills, technical knowledge, analysis, communication, and workplace behavior. Not all employees exhibit these skills. They may need training in these areas.

Decision-making and problem solving are part of critical thinking. Critical thinking is defined as a demonstrable skill and a process by which an individual understands, finds, evaluates, and abstracts information and problems in order to create questions, solutions, and ideas. It is the ability to see beyond the surface, to ask necessary questions to understand the "whole," and to derive conclusions based on research and evaluations.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Identify effective decision-making styles and problems solving skills.
Examine personal decision-making styles and problem solving skills.
Learn steps for effective decision-making and problem solving.
Demonstrate the ability to apply critical thinking to specific issues or problems.
Identify steps in the critical thinking approach (Refer to attached page for steps.)

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Receive guidance and/or thought provoking materials that illustrate the power of critical thinking.
Receive rewards and recognition for using analytical skills.
Attend seminars or workships offered in the community.
Practice these skills.
Undertake assignments that require these skills.
Receive workplace training.

V. EVALUATIONS:

Workers will be able to:

Share in problem-solving responsibilities.
Come to the employer less frequently for problem-solving.
Report with more confidence in situations requiring analysis.
Strive towards cost reductions.

VI. RESOURCES:

"*Critical Thinking in the A.B.E./G.E.D. Classroom*" available on loan from
Vocational Curriculum Resource Center of Maine
Displace Homemakers Program's workplace literacy curriculum
Bureau of Employment and Training Programs, Maine Department of Labor
Commercial vendors
Non-profits
Maine Quality Council
American Society for Training and Development
Local companies doing in-house training may have slots available

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK:
I-3 Teach Appropriate Workplace Attire
I-5 Teach Gender-Positive Team Building Skills
I-6 Teach Respect in the Workplace
I-7 Teach Safety Skills and Rules
I-8 Teach Worker Rights and Responsibilities
I-10 Teach How to Balance Work and Family

II. INTRODUCTION:

Current and future jobs will require high skill levels. Productive employees have a range of skills; technical knowledge, analysis, communication, and workplace behavior. Not all employees exhibit these skills. They may need training in these areas.

Appropriate behavior is determined by safety concerns, type of work duties, and workplace culture. Research shows that productivity increases when employees work as a team and appreciate/recognize individual differences and strengths that can be used to complete an assignment.

Every worker has a right to be treated fairly, equally, and respectfully in her/his workplace. People enter the workplace with diverse knowledge, skills, abilities, values and life experiences. Through understanding appropriate workplace behavior, employees will contribute to increased productivity.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Obtain information on what appropriate standards and expectations should be for appropriate workplace attire, gender positive team building skills, respect in the workplace, safety skills and rules, worker rights and responsibilities, and how to balance work and family.

Vocational Curriculum Resource Center of Maine
92 Western Avenue
Fairfield, ME 04937-1367
(207)453-5170 fax (207)453-5197

III. PERFORMANCE OBJECTIVES (cont'd):

Set workplace standards and expectations for behavior in these areas.
Communicate these standards and expectations.
Monitor behavior.
Receive and provide feedback.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Understand how these skills can improve their work performance.
Using real life examples, discuss the benefits of critical thinking.
Receive guidance and/or thought provoking materials that illustrate the power of critical thinking.
Receive rewards and recognition for using analytical skills.
Attend seminars or workshops offered in the community.
Practice these skills.
Understand assignments that require these skills.
Receive workplace training.

V. EVALUATIONS:

Exhibit appropriate workplace behaviors.
Complain less about other employees behavior.
Report with more confidence in making decisions regarding these behaviors.

VI. RESOURCES:

Displace Homemakers Program's workplace literacy curriculum
Bureau of Employment and Training Programs, Maine Department of Labor
Commercial vendors
Non-profits
Maine Quality Council
Americal Society for Training and Development
Local companies doing in-house training may have slots available
Mail order women's wear companies: Women's Work, Kittery ME. Workable for Women, PA (Linda Wilcox will call in correct names and addresses.)
Safety DACUM

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-9 Teach Communication Skills

II. INTRODUCTION:

Current and future jobs will require high skill levels. Productive employees have a range of skills, technical knowledge, analysis, communication, and workplace behavior. Not all employees exhibit these skills. They may need training in these areas.

Communicating with others both orally and in writing is fundamental to job success. Communication skills include reading and writing skills to support the job's technical requirements and speaking and listening skills for effective workplace interaction.

III. PERFORMANCE OBJECTIVES:

Leaders will help workers to:

Identify effective communication styles and methods.
Examine personal communication styles and skills.
Learn steps for effective communication.
Apply communication methods.
Accept feedback on communication efforts.
Identify steps in improving communications.
Obtain information on effective communication methods.
Set workplace expectations for effective communication.
Communicate these expectations to all employees.
Monitor behavior.
Receive and provide feedback

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Understand how communication can improve their work performance.
Using real life examples, discuss the benefits of effective communication.
Receive guidance and/or thought provoking materials that illustrate the benefits of effective communication.
Receive reward and recognition for using effective communication.
Attend seminars or workshops offered in the community.
Practice these behaviors.
Undertake assignments that require these behaviors.
Obtain workplace training.

V. EVALUATIONS:

Workers will be able to:

Exhibit effective communication skills.
Complain less about other employee behavior.
Report with more confidence in handling difficult communications.

VI. RESOURCES:

People Skills, Bolton
Displace Homemakers Program's workplace literacy curriculum
Commercial vendors
Non-profits
Maine Quality Council
American Society for Training and Development
Local companies doing in-house training may have slots available
The Assertive Workbook, Displaced Homemakers Program

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-11 Teach Conflict Resolution Skills

II. INTRODUCTION:

Learning to communicate assertively as an individual and in a group without holding a grudge, is a vital skill for everyone in the workplace and in personal life. Learning to respect another's outlook or opinion promotes harmony and deters incidences of violence. As soon as someone files a formal complaint, "sides" are created. Therefore, a conflict that could have been resolved while it was a minor situation becomes escalated to a major conflict that appears impossible to resolve without conflict. Just read the newspapers for evidence!

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Conduct assertive behavior training.
Implement peer mediation programs in the workplace.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Implement a peer mediation program, which allows employee teams to work out disagreements or conflicts among individuals to resolve situations at the lowest possible level without involving management.

V. EVALUATIONS:

Workers will be able to:

Participate in mediation programs in the workplace.
See a reduction in employee grievances and complaints.
Receive assertive behavior training.

VI. RESOURCES:

The Assertive Workbook, Phoenix Institute (available on loan from the Vocational Curriculum Resource Center of Maine).
American Arbitration Association, Boston, MA.
Ed will research "Peer Mediation" at Frisbee Middle School, Kittery
Groups Known for Providing Assertive Behavior Training
Displaced Homemakers
UMO Labor Education for Bargaining and Conflict Resolution

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-12 Teach Basic Trade and Technical Terms and Tool Use

II. INTRODUCTION:

In order to facilitate communication in the workplace, all employees must be educated on the meaning and uses of technical terms. The same holds true for tool usage. The appropriate use of basic tools within a profession must be taught to all employees for safety reasons and for better communications throughout the organization.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Incorporate tool and technical term usage as part of the workplace orientation program.
Develop a tool usage and technical terms manual specific to the workplace for use by each employee.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct tool use and technical term training.
Conduct hazard recognition and abatement training regarding tool usage.
Encourage the use of the mentoring process to orient new employees to tool usage, technical terms, and ultimately to the culture of the organization. (Sometimes a difficult process to "force" but often happens naturally, once a new employee becomes acclimated.

V. EVALUATIONS:

Workers will be able to:

Reduce workplace accidents involving misuse of tools.
Reduce employee orientation time.

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-13 Teach Prevention of Sexual Harassment

II. INTRODUCTION:

Refer to G-4 for complete unit of instruction.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-14 Teach Economics of Work

II. INTRODUCTION:

Economics of work is a huge financial cycle reflecting the need for everyone to work and contribute as a taxpayer. This cycle also involves employers' global contributions to local, state, and federal workplace economics as well as to each individual's standard of living and employability.

Employers make a considerable investment in employees which encompasses payroll, benefits, and human development resources. Current employees as well as potential employees must recognize the investment in human resources made by employers.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify economic forces that influence the workplace.
Discuss pay, benefits, and advancement opportunities of various occupations.
Know training requirements for various occupations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct research regarding longevity of employers—look at old publications, yearbooks, etc., to see what employers are still in operation.
Evaluate and discuss internal changes within the organization and the reasons why they occurred.
Discuss costs associated with employment of individuals and each individual's value to the organization.

V. EVALUATIONS:

Workers will be able to:

Calculate entire financial investment made to keep them employed—payroll, benefits, medical, training/staff development, expense accounts, company car, maintenance of physical plant, etc.

VI. RESOURCES:

Local employers
Company financial records
Bureau of Labor Education, University of Maine at Orono

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-15 Teach Applied Math and Science Skills

II. INTRODUCTION:

In order to achieve an entry-level position, advance in an organization or function well in everyday life, a person needs certain math and science skills. An individual needs to understand how to use math to reason her or his way through problems and use science to understand why the solution achieved may not be the correct and/or best solution. Basically, everyone must understand the logic involved in problem solving.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify the math and science skills of various occupations within the company.
Identify future math and science skills of various occupations within the company.
Identify actual math and science skills levels of current workforce within the company.
Identify resources for providing the math and science training.

IV. SUGGESTED IMPLEMENTATION STRATEGIES

Leaders will be able to:

Conduct/acquire occupational analyses to identify math and science skills for various occupations within the organization.
Provide math and science inservices for work force.

V. EVALUATIONS:

Workers will be able to:

Benefit from the math and science occupational analyses.

VI. RESOURCES:

Local training resources—adult education, JTPA, technical colleges, community colleges, etc.

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-16 Teach Employability Skills

II. INTRODUCTION:

Training is useful only when the individual puts it to use by acquiring and keeping a job.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Implement the Subunits from the attached Employability Skills identified in the Ohio Department of Education's Division of Vocational and Career Education Competency Analysis Profile.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Implement the Competencies from the attached Employability Skills identified in the Ohio Department of Education's Division of Vocational and Career Education Competency Analysis Profile.

V. EVALUATIONS:

Leaders will be able to:

Implement the Competency Builders from the attached Employability Skills identified in the Ohio Department of Education's Division of Vocational and Career Education Competency Analysis Profile.

VI. RESOURCES:

Ohio Department of Education's Division of Vocational and Career Education Competency Analysis Profile.

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-17 Teach Basic Computer Skills (Include Keyboarding)

II. INTRODUCTION:

Due to the increased use of computers in the workplace, operating them effectively and efficiently has become a basic workplace literacy skill. Often times, just removing the "fear" and/or the "resistance" to operating one in the workplace is all that is needed.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify computer skills of various occupations within the company.
Identify future computer skills needed of various occupations within the company.
Identify actual computer skills of current employees within various occupations within the company.
Identify resources for providing computer literacy skills training.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct/acquire occupational analyses to identify computer skills for various occupations within the organization.
Provide computer literacy inservices for those occupations in need of the skill.

V. EVALUATIONS:

Leaders will be able to:

Complete computer literacy occupational analyses.

VI. RESOURCES:

Local training resources—JTPA, adult education, technical colleges, community colleges, etc.

VII. SPECIAL NOTES:

Only those computer literacy skills actually needed by the employee in order to operate the computer efficiently need to be taught. In other words, if an employee is only going to operate a mouse to run the computer, this individual may not need to be taught the keyboard in order to operate the computer.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: I DELIVER WORKPLACE LITERACY SKILLS

TASK: I-17 Teach Basic Computer Skills (Include Keyboarding)

II. INTRODUCTION:

Since only a selected few occupations will not require basic knowledge of computer operations, all employees should be able to operate a computer efficiently, including proper keyboarding skills.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify computer skills needed for positions throughout the company.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct\acquire occupations analysis to identify computer skills needed for various occupations.
Provide computer literacy inservices for the workforce.

V. EVALUATIONS:

Workers will be able to:

Become computer literate.

VI. RESOURCES:

Various computer software programs
Local adult education programs
Local technical college programs

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-1 Eliminate "Good Faith Effort" in Meeting Affirmative Action Policies and Regulations

II. INTRODUCTION:

Women are entering the workforce in increasing numbers and have proven to be an asset. Good business practices include hiring the best person for the job without regard to gender. Business should encourage hiring minorities to increase the diversity of the workplace.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Review hiring practices and policies.
Identify areas where discrimination could occur.
Identify the benefits of a diverse work force.

IV. IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Establish an employer/employee group to review hiring policies and procedures.
Eliminate any discriminatory components.
Rewrite hiring practices to encourage diversity.

V. EVALUATIONS:

Leaders will be able to:

Develop new hiring policies and procedures.
Increase diversity in the workforce.

VI. RESOURCES:

Title IX, Civil Rights Act
Equal Employment Opportunities Act
Corning Glass Works
Avon
"Catalyst" (non-profit organization that focuses on women in business) it researches
Gannett Publishers
UNUM
Working Women magazine

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-6 Implant Comparable Crediting of Prior Experiences

II. INTRODUCTION:

People often develop quality skills outside of formal schooling. Skills should be evaluated through a performance assessment rather than by school grades.. In addition, comparable credit should be given for non-paid work experience.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Develop competencies for each job title.
Develop a performance assessment for each competency.
Develop performance criteria for promotion within an organization.

IV. IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Review existing policies.
Assess existing policies for adequacy.
Make changes in policies where appropriate.

V. EVALUATIONS:

Leaders will be able to:

Complete revision of policies to reflect performance assessment and comparable credit.

VI. RESOURCES:

UNUM
CEI

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-7 Create Diverse Dependent Care Options

II. INTRODUCTION:

See E-7

III. PERFORMANCE OBJECTIVES:

IV. IMPLEMENTATION STRATEGIES:

Leaders will help workers to:

Become familiar with work assignment policies.
Discuss the policies.

V. EVALUATIONS:

Leaders will be able to use:

a non-discriminatory work assignment policy.

VI. RESOURCES:

Attorney General's Office
Maine Chamber of Commerce & Industry
Maine Labor Relations Board
Bureau of Labor Education
Maine School Management

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I.	**DUTY:**	J	REVISE POLICIES AND REGULATIONS
	TASK:	J-8	Require Participation of NTO's in the Department of Policies and Regulations

II. INTRODUCTION:

The fair and equitable development of programs, policies, and regulations can only be accomplished with the involvement and representation of all parties likely to be affected by the promulgation and implementation of such policies.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Encourage development of joint labor and management cooperative committees.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Form a joint labor and management cooperative committee to resolve a workplace issue and then discuss the effectiveness and fairness of the outcome.

V. EVALUATIONS:

Leaders will be able to:

Continue the above suggested strategy and the foundation of new joint labor and management cooperative committees.

VI. RESOURCES:

U.S. Department of Labor
Harley Davidson Corporation
Xerox Corporation
Champion Paper
Bath Iron Works
These two companies already use joint labor and management cooperative committees.

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: K COMPLY WITH GOVERNMENT REGULATIONS

TASK:	K-1	Enforce Safety Regulations
	K-2	Enforce Sexual Harassment Regulations
	K-3	Enforce EEOC Guidelines
	K-4	Enforce Affirmative Action Goals, Regulations, and Laws
	K-5	Enforce Maine Humans Rights Act in Education and Employment
	K-6	Enforce Title IX
	K-7	Enforce Executive Order 11246 (Affirmative Action)
	K-8	Enforce Non-Retaliation Clauses
	K-9	Enforce Apprenticeship Regulations, Title 29, CFR30

II. INTRODUCTION:

Certain governmental statutes, laws, and regulations exist to enhance opportunities, remove barriers, and encourage gender equity in the workplace. Employers are required to comply with applicable regulations. Compliance and equitable application have been shown to increase morale and productivity.

K-1	Federal and state laws and regulations setting forth standards and procedures for safe and healthful workplaces.
K-2	Federal and state laws and regulations that define wrongful and prohibited -behaviors and conditions of a sexual nature in the workplace.
K-3&5	Federal and state laws and regulations that define employers (and other organizations') responsibilities to ensure that everyone is treated fairly in all employment (and other) actions.
K-4&7	Federal and state laws and regulations that establish the employment responsibilities to analyze existing workforce and plan actions to increase employment opportunities for women and minorities.
K-8	Non retaliation clauses provide recourse from unfavorable employment action for persons reporting possible violations of public policy.

II. INTRODUCTION (cont.):

K-9 Apprenticeship regulations establish conditions for federally registered apprenticeship programs.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify if the regulation applies.
Develop a working knowledge of the regulation.
Identify the requirements for your organization.
Identify internal and external resources.
Establish appropriate procedures.
Set workplace standards and expectations for behavior in these areas.
Communicate these standards and expectations to all employees.
Assess behavior.
Provide feedback to employees.
Communicate information and procedures.
Identify governmental agency responsible for enforcing regulations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct orientation and training.
Maintain records.
Submit reports as required.
Disseminate information.
Post appropriate notices.
Utilize seminars or workshops held in the community.
Develop a complaint procedure.
Encourage use of complaint procedure for resolution of employee concerns.
Develop inspection and/or assessment procedures.

V. EVALUATIONS:

Leaders will accomplish the following:

Business is in-compliance.
No fines are levied.
A complaint procedure established.
Employee concerns dealt with promptly and fairly.
Corrective actions taken on inspection and/or assessment findings.

VI. RESOURCES:

Maine Department of Labor
U.S. DOL
CMTC (Occupational Health and Safety Program)
Maine Womens Lobby
Womens Bureau, US DOL
OSHA local offices in Augusta and Bangor
Maine Department of Education
Human Rights Commission
Federal Bureau of Apprenticeship and Training
Businesses for Social Responsibility
National Organization for Women
SCORE
Small Business Administration
State Apprenticeship
9-5 (Lynn Kapowitz, Liberty, Maine)
Bureau of Labor Education
DOT (11246 for construction programs)
Chamber of Commerce
University of Maine Women's Resource Center
Town planners
Women Unlimited
(There are also private companies that deal with these issues.)

VII. SPECIAL NOTES:

This document is not a substitute for professional, authoritative legal representation.

These reference regulations were selected because of their focus on gender equity and do not comprise the entirety of all public policy which may pertain to your organization.

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** K COMPLY WITH GOVERNMENT REGULATION

TASK: K-6 Enforce Title IX

II. INTRODUCTION:

Certain governmental regulations exist to remove barriers and encourage gender equity in the workplace. Employers are required to comply with applicable regulations. Compliance can be used to leverage productivity if skillfully applied.

Title IX applies to educational institutions receiving federal funds. It regulates non-discrimination on basis of sex in education programs.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Business/Industry/Labor Community Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: K COMPLY WITH GOVERNMENT REGULATION

TASK: K-7 Enforce Executive Order 11246 (Affirmative Action)
K-8 Enforce Non-Retaliation Clauses
K-9 Enforce Apprenticeship Regulations, Title 29, CFR 30

II. INTRODUCTION:

Certain governmental statutes, laws, and regulations exist to enhance opportunities, remove barriers and encourage gender equity in the workplace. Employers are required to comply with applicable regulations. Compliance and equitable applications has been shown to increase morale and productivity.

Executive order 11246 establishes conditions for equal employment opportunity and affirmative action.

Non retaliation clauses provide recourse from unfavorable employment action for persons reporting possible violations of public policy.

Apprenticeship regulations establish conditions for federally registered apprenticeship progress.

III. PERFORMANCE OBJECTIVES:

Leaders will be able to:

Identify if the regulation applies.
Develop a working knowledge of the regulation.
Identify the requirements for the business.
Identify internal and external resources.
Establish appropriate procedures.
Communicate information and procedures.
Identify governmental agency responsible for enforcing regulations.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Leaders will be able to:

Conduct orientation and training.
Maintain records.
Disseminate information.
Post appropriate notices.

V. EVALUATION:

Leaders will establish the following:

Business in compliance.

VI. RESOURCES:

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-2 Eradicate Exploitation of Women in Media
B-3 Increase Positive Image of Women in Media

II. INTRODUCTION:

Sex-role stereotyping is peruasive in the media, commercial advertisements, and news broadcasts. When a student becomes sensitive to the media's effect on individual attitudes, she or he can recognize how the media commonly uses sex-role stereotyping. Then, she or he also becomes aware of other external influences on personal attitudes. As a result, this young person can become more free to develop carefully considered values and attitudes.

Statistics indicate that negative images of women in the media lower women's self esteem and aspirations. The end result is that women believe they are capable of and eligible for only low wage employment. Ultimately, this cycle leads to a lower standard for women, many of whom also have sole responsibility for young children, and a rise in taxes for all. Therefore, when the media adopts a gender-positive code of ethics, an increased image of women and a shift in perception will take place and benefit society.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Promote and model the use of positive images of women in all forms of media.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Monitor all forms of media in their area of responsibility to assure women are portrayed in a positive manner.

V. EVALUATIONS:

Policy Makers will be able to:
Review and assure that all media in their area of responsibility depicts women positively.

VI. RESOURCES:

Challenging the Stereotypes: Activities for the Classroom Produced by Project WITT, Women in Trades and Technology, Dept of Vocational Education, Trenton State College.

Videos: *Killing Us Softly*
Still Killing Us Softly
Stale Roles and Tight Buns
Media May Be Hazardous to Your Health

Local newspaper, TV station.
Company advertising material.
Local advertising companies.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-6 Increase the Number of NTO's Depicted in Trade and Technical Positions in the Media

II. INTRODUCTION:

Increasing the visibility of NTO (non-traditional occupation) workers in the media can result in expanded and potentially more meaningful career opportunities for all.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Implement strategies to increase comprehensive career opportunity representation in the media.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Display NTO posters in place of employment.
Highlight NTO persons in all media, i.e., TV, radio, oral and written communications.

V. EVALUATIONS:

Policy Makers will be able to:
Encourage the media to represent comprehensive career opportunities.

VI. RESOURCES:

Local newspaper, TV station.
Company advertising materials.
Local advertising companies.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-7 Use Gender Positive Language

II. INTRODUCTION:

Creating an atmosphere of equal opportunity requires language which is inclusive rather than exclusive. Gender-Neutral Language is not Gender-Positive Language—say what you mean—his, her, men, women, etc. If you use Gender-Neutral Language (their, them, etc), the individual is left to form her or his own image, which traditionally has been male.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Use gender-positive and inclusive language.
Understand the importance of language.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Review all existing rules, regulations, and printed materials for gender positive language.
Conduct in-services and training sessions on the utilization of gender positive language.

V. EVALUATIONS:

Policy Makers will be able to:
Assures that the Affirmative Action Officer (or equivalent) uses gender positive language in all oral and written rules, policies, regulations, printed materials, and publications.

VI. RESOURCES:

Expanding Options: Facilitator's Guide by Center for Studies of the Person, San Diego, CA (Language: Make It Equitable exercise)
Changing Roles of Men and Women, by Vocational Studies Center, University of Wisconsin-Madison (Language Fact Sheet, Eliminating Sexist Language, Achieving Sex Equity Through Sex Fair Language, Expanding Language Exercise, Gender Communications Quiz).
New Pioneers, Amanda Smith.

VII. SPECIAL NOTES:

See attachments in B-7 Student Audience.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-8 Change Home Ec. to Home Tech

II. INTRODUCTION:

Traditional content in home economics courses must be expanded to reflect the current needs of society. Therefore, the title of such courses must be updated and become inclusive to encourage both females and males to enroll in such courses to acquire the extremely necessary life skills of home management/purchasing, consumer management, work maturity, career decision making, etc.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Assist in the implementation of comprehensive life skills courses in local educational and training institutions.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Promote and encourage that comprehensive life skills course be offered and required in local educational and training institutions.

V. EVALUATIONS:

Policy Makers will be able to:
Assure than an increased number of comprehensive life skills courses are being offered.

VI. RESOURCES:

Curriculum Resource Center of Maine has model and comprehensive life skills curriculum and training programs.
Department of Education.
Maine Occupational Information Coordination Center.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-1 Teach History of Women in Trades and Technology.

II. INTRODUCTION:

Historically and traditionally women have made major and significant contributions to the various trades and industries in our world. This legacy is often ignored or overlooked. The lack of a common understanding of this legacy serves as a barrier for greater involvement and advancement of women in trade and technical careers.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Ensure that instructional material document the role of women in the history of trades and technology.

IV. SUGGESTED IMPLEMENTATION STRATEGIES: (Department of Education)

Conduct an orientation on the role of women in trades and technology.
Incorporate a women's history unit in its certification requirements.
Establish at least one common workshop day dealing with gender issues.
Offer in-service training in women's history in trades and technology, statewide or locally, for all educators.

V. EVALUATIONS:

Policy Makers will be able to:
Ensure all legislation is gender positive.

V. EVALUATIONS (cont.):

Encourage an executive order is in place that mandates that all state agency brochures are gender positive.
Create gender-balanced legislative committee memberships.
Establish an Annual Equity Day at the state house.

VI. RESOURCES:

Department of Education
Maine Tradeswomen Network
Maine Occupational Information Coordinating Committee
Equity DACUM (Morgan Grey)
Women's Studies at USM and UMO
Maine State Museum
Women's Bureau (DOL)

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-4 Conduct Diversity Training

II. INTRODUCTION:

Oppression is a series of social systems set up to control the bottom 90% of the population by limiting an individual's options, thereby, controlling her or his life. These social systems consist of written and unwritten rules about who can do what.These "rules" will limit the choices a person makes in her or his life.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Ensure that instructional material contain a unit on diversity training.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Incorporate a unit on diversity training in the Maine history curriculum (Department of Education).
Provide local school board members with an orientation on diversity training.
Incorporate diversity training in the State Board of Education's certification requirements.
Establish at least one common workshop day dealing with diversity issues.
Offer in-service training in diversity training, statewide or locally, for all educators.

V. EVALUATIONS:

VI. RESOURCES:

Department of Education
Maine Tradeswomen Network
Maine Occupational Information Coordinating Committee
Equity DACUM (Morgan Grey)
Women's Studies at USM and UMO
Maine State Museum
Women's Bureau (DOL)
Portland Public Schools

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-6 Conduct Sexual Harassment Prevention Training

II. INTRODUCTION:

Sexual Harassment Prevention Training is a law everyone is expected to abide by; therefore, exemption in this area for policy makers (elected/appointed officials) cannot continue. Since policy makers are entrusted to legislate sexual harassment training for employers, they should also receive this training in accordance with the intervals specified in the law.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Educate workers about the legality of sexual harassment.
Define sexual harassment.
Define workers' rights and responsibilities.
Enable workers to learn techniques which deal effectively with sexual harassment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Ensure that all new legislative members receive training.
Ensure that the Legislative Council arranges for training.
Notify annually every legislative member.
Display posters in a variety of areas with Human Rights Commission telephone number and affirmative action officer.

V. EVALUATIONS:

Policy Makers will:
Display posters.
Notify legislators by mail each year.
Complete training.

VI. RESOURCES:

Sending the Right Signals.
Includes Trainer Handbook, Student Handbook and Video.
Crossing the Line Training Program.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-7 Provide Leadership Opportunities for Women

II. INTRODUCTION:

In order to increase opportunities for women to practice their leadership styles in mixed gender groups, leadership opportunities must be integrated into classroom, meeting room, workplace, and all committee work.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Provide women with the opportunity to chair meetings, supervise work groups, and organize projects.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Build synergy in all work groups.
Assess individuals to identify leadership styles.

V. EVALUATIONS:

Policy Makers will be able to:
Ensure that more women have leadership roles.

VI. RESOURCES:

Myers Briggs the 7 Habits of Highly Effective People, by Steve Covey

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-8 Conduct Labor (Union) Education

II. INTRODUCTION:

While many workers in the U.S. belong to labor unions, the population at large is generally unfamiliar with the role of labor unions and their history. This unit will address the role and history of labor unions in the United States, it also discusses the advantages and disadvantages of union and nonunion work. Policy Makers need to understand the rights and responsibility of workers in unions.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Acquire extensive knowledge of unions involved in their place of employment.
Acquire knowledge of the State's union laws and regulations and how these affect employers and workers.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Participate in union workshops and training to be informed about union contracts as well as state laws and regulations.
Provide resources regarding unions and laws and regulations.

V. EVALUATIONS:

Policy Makers will be able to:
Ensure union training is in place.
Make available union laws and regulations resources.

VI. RESOURCES:

Association for Union Democracy (AUD)
Labor Laws and Labor Unions, Vocational Instructional Materials Laboratory, The Ohio State University, 1989
Videos: *Norma Rae*
Salt of the Earth
AFL-CIO
Labor Education, UMO
Local union contract and information

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-13 Teach How to Balance Work and Family (For Policy Makers: Create Policies that Ease Tensions between Balancing Work and Family)

II. INTRODUCTION:

Due to the increase of dual income families and/or single head of household families, policy makers need to be particularly aware of policies that adversely impact the balance between work and family.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Create policies which increase the ability to balance work and family.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Review policies and procedures for potential negative impact by:
Analyze the positive and negative impact of any policy regarding work and family.
Develop strategies to ease identified tensions.

V. EVALUATIONS:

Establish pro-family policies.

VI. RESOURCES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-1 Eliminate Discrimination of Race, Age, Sex, Religion Ethnicity, Sexual Orientation, Mental/Physical Disability, and Marital Status

II. INTRODUCTION:

Policy makers have agreed that discrimination must be eliminated.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Recognize discrimination.
Define discrimination.
Identify preventive measures for discrimination.
Discuss discrimination and repercussions .
Recognize and intervene in discriminatory situations.
Identify the process for recourse when discrimination occurs.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Develop, disseminate and monitor policies and procedures regarding discrimination.
Invite Gender Equity CADRE groups from secondary and post-secondary institutions to make presentations regarding what is happening.

V. EVALUATIONS:

Policy Makers will be able to:
Reduce discriminatory practices and incidents.

VI. RESOURCES:

Affirmative Action Officer.
Bureau of Labor Standards.
Department of Labor.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-7 Design and Implement Diverse Dependent Care Options

II. INTRODUCTION:

Dependent care for children or adults is a major factor in the lives of many individuals. Increasingly families have two income earners, by the year 2000, two-thirds of new entrants into the labor force will be women. Since people live longer, dependent care for the elderly affects more families. Resolution of these problems is beneficial to the business as well as the employee. Policy Makers have an obligation under the Family Medical Leave Act as well as other Federal and State laws and regulations to insure that diverse dependent care options are available and continual.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Design and implement policy and procedures to address diverse dependent care issues.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Review existing dependent care options and amend them to include more diversity.

V. EVALUATIONS:

Policy Makers will be able to:
Ensure comprehensive and diverse dependent care options are in place.

VI. RESOURCES:

Department of Human Services.
Maine State Library.
Local businesses who have dependent care options and policies and procedures.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I.	**DUTY:**	E	ERADICATE EXTERNAL BARRIERS
	TASK:	E-8	Increase Access to Transportation
		E-9	Flextime Opportunities/Options

II. INTRODUCTION:

Due to the economic, rural, geographic, and climatic conditions in Maine, access to transportation is essential to being able to work and/or acquire an education. Transportation has been identified as one of the major external barriers to women accessing education and employment opportunities.

Another external barrier to women assessing education and employment is obtaining dependant care. A good way to lower these two barriers is to make flexing and transportation options readily available to Maine's workforce.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Educate both legislative and business policy makers about the need for supportive transportation policies.
Educate both legislative and business policy makers about the need for and benefits of flextime and flexible work schedules.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Define and develop flextime and flexible transportation options to increase productivity, workplace efficiency, and worker satisfaction.
Work with the business community to design transportation and flextime options to benefit employers and employees.

V. EVALUATIONS:

Policy Makers will be able to:
Make more transportation and flextime options readily available to workers.

VI. RESOURCES:

Department of Transportation.

VII. SPECIAL NOTES:

These changes may only be observable over a long period of time.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: E ERADICATE EXTERNAL BARRIERS

TASK: E-10 Provide Technical Assistance for Schools and Employers Regarding Employing Women

II. INTRODUCTION:

Unfortunately, biases are still prevalent in the work place and society. Although employment, education, and training policies and procedures have been developed to remove these biases, technical assistance is needed in schools. Employers must implement strategies to remove obstacles and barriers to ensure equal participation of women.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Access available resources for technical assistance in removing barriers and obstacles limiting equal participation of women.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Provide training.
Hire consultant to provide technical assistance and to identify barriers, which limit equal participation of women.
Increase monitoring by lending institutions to make sure that businesses seeking loans enforce equal access policies and procedures.

V. EVALUATIONS:

Policy Makers will be able to:
Ensure that all businesses required by law conduct sexual harassment training.

V. EVALUATIONS (cont.):

Ensure that businesses and educational institutions access technical assistance. Keep and monitor internal records as evidence that technical assistance is being accessed (refer to Evaluation in K-1 through K-9 Policy Maker Audience).

VI. RESOURCES:

Women Unlimited.
Coastal Enterprises, Inc. (CEI).
Women, Work and Community.
Department of Education, Sex Equity coordinator.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-11 Elevate Image of Technical/Vocational Education and Careers

II. INTRODUCTION:

Refer to E-11 Business Industry Labor Community Audience.
Refer to E-11 Student Audience.
Refer to E-11 Educator Audience.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Refer to E-11 Business Industry Labor Community Audience.
Refer to E-11 Student Audience.
Refer to E-11 Educator Audience.

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-12 Provide Dependent Care

II. INTRODUCTION:

Refer to E-12 Business Industry Labor Community Audience.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Refer to E-12 Business Industry Labor Community Audience.

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** E ERADICATE EXTERNAL BARRIERS

TASK: E-13 Provide Comprehensive Benefit Package for All

II. INTRODUCTION:

Refer to E-13 Business Industry Labor Community Audience.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Refer to E-11 Business Industry Labor Community Audience.

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/ STUDENTS)

TASK: F-1 Stop Violence and Hatred Toward Women

II. INTRODUCTION:

A fundamental goal of government is to create and to maintain a safe environment for individual's quest of life, liberty and the pursuit of happiness. Therefore, policy makers must take a leadership role and the responsibility to oversee that this fundamental goal is achieved throughout society.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Achieve a safe and respectful environment for learning and working.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Continually review data regarding incidents of violence and hatred as well as monitor the procedures for handling incidents of violence and hatred in education and the workplace.
Implement new policies or enforce exiting policies to remove violent and hatred incidents in education and the workplace.
Monitor the media's responsibility in the coverage of incidents of violent and hatred in education and the workplace.

V. EVALUATIONS:

Policy Makers will be able to:
Reduce the incidences of violent acts toward women and minorities in education and the workplace.
Analyze data collection to determine the effects of implementation strategies, and propose new and/or adapted policies and procedures if necessary.

VI. RESOURCES:

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** F REMOVE DISCRIMATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (CO-WORKERS/ STUDENTS)

TASK:
F-5 Eliminate Career Discrimination
F-6 Eliminate Discrimination in Work Assignments
F-7 Eliminate Promotional Discrimination
F-8 Eliminate Physical and Mental Harassment
F-9 Eliminate Age Discrimination

II. INTRODUCTION:

Refer to K in Policy Maker Audience as well as other audiences.

III. PERFORMANCE OBJECTIVES:

Refer to K in Policy Maker Audience as well as other audiences.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

V. EVALUATIONS:

Refer to Duty K in Policy Maker Audience as well as other audiences.

VI. RESOURCES:

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER EDUCATION AND EXPLORATION

TASK: H-10 Elevate Image of Vocational Technical Education and Careers

II. INTRODUCTION:

Refer to H-10 Student Audience.
Refer to H-10 Educator Audience.
Refer to H-10 Business Industry Labor Community Audience.

III. PERFORMANCE OBJECTIVES:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Refer to E-12 Business Industry Labor Community Audience.

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

<ins>Policy Makers Audience</ins>

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-1 Eliminate "Good Faith Effort" in Meeting Affirmative Action Policies & Regulations

II. INTRODUCTION:

Women have entered the workforce in increasing numbers and have proven to be an asset. Good business practices include hiring the best person for the job without regard to gender. Business should encourage the hiring of minorities in order to increase diversity in the workplace.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Review hiring practices and policies.
Identify areas where discrimination could occur.
Identify the benefits of a diverse workforce.
Define "Good Faith Effort".
Establish standards for "Good Faith Effort".

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Establish an employer/employee group to review the hiring policies and procedures. Eliminate the discriminatory components.
Rewrite hiring practices to encourage diversity.
Rewrite hiring practices to incorporate the standards identified in "Good Faith Effort".

V. EVALUATIONS:

Policy Makers will be able to:
Develop and implement new hiring policies and procedures.
Develop and implement standards for "Good Faith Effort".
Increase diversity in the workforce.

VI. RESOURCES:

Title IX, Civil Rights.
EEOC.
Corning Glassware.
Avon.

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-2 Codify Affirmative Action, EEOC Regulations, Including Executive Orders

II. INTRODUCTION:

Affirmative Action and EEOC regulations currently exist only in the form of Executive. Orders. In order to provide permanency and enforcement capability, these regulations must be codified.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Verify through Attorney General's office, MTTRC, private attorneys that regulations are codified at the state level and if not:
Prepare legislation to codify the affirmative action, EEOC regulations.
Deter agencies of jurisdiction, status of regulations agencies assessment of enforcement issues.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Determine need for legislation.
Identify sponsors for legislation.
Testify in support of legislation (explaining why necessary).

V. EVALUATIONS:

Policy Makers will:
Ensure the legislation passes and becomes law.

VI. RESOURCES:

Attorney General's office.
Maine Human Rights Commission.
Affirmative Action and EEOC Regulations.
Legislators.
Support groups.

VII. SPECIAL NOTES:

Identify problems with laws and regulations.
Respond accordingly.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-3 Institute Universal Access to Health Care

II. INTRODUCTION:

Everyone deserves quality health care. As the economy focuses more on part time work or jobs without benefits, the need for universal access to health care will be greater.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Support legislation at the federal and state levels that covers everyone, follows people from job to job and state to state, and provides comprehensive health coverage.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Monitor and support proposed legislation.

V. EVALUATIONS:

Policy Makers will:
The legislation passes and becomes law.

VI. RESOURCES:

Legislative Study Committee On Health Care.
Maine Health Care Reform Commission.

VII. SPECIAL NOTES:

The Commission is required to submit three alternative proposals for universal health care to the Legislation in 1996.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-4 Conduct Gender-Impact Analysis on all Policies and Regulations

II. INTRODUCTION:

A gender-impact analysis is a study of hiring and promotional practices. Currently there is no known gender-impact analysis on human resource policies and regulations for state agencies or businesses. In order to improve compliance with affirmative action goals and federal regulations, a gender impact analysis is necessary to provide baseline data from which benchmarks can be developed.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Create a model for analyzing gender impact on human resource policies and regulations.
Amend federal and state laws to require that individual agencies and businesses receiving federal or state dollars conduct gender-impact analyses on their human resource policies and regulations.
Send data to the appropriate agency for evaluation.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Identify data already collected.
Create and disseminate a model.
Amend federal and state laws.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Send data to appropriate agency.
Evaluate data as indicated in the model.
Evaluate computer compatibility: how it can be accessed and how made more compatible among agencies.
Add questions to currently collected data.

V. EVALUATIONS:

Policy Makers will:
Ensure model is being used.
Ensure a database for gender impact exists.

VI. RESOURCES:

CEI Loan Agreement.
Sample analyses models.

VII. SPECIAL NOTES:

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-5 Increase Transportation Options

II. INTRODUCTION:

Maine is a rural state with few methods of public transportation. These factors limit access to work and education primarily for the unemployed and working poor.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Require Department of Transportation (DOT) plans to reflect the public transportation needs of Maine people, especially the low income.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Ensure that department of Transportation (DOT) conducts an analysis of the current transportation system, including new uses of existing resources.
Ensure that legislature creates a task force to make recommendations to improve access to education and the workplace, especially from rural areas.
Obtain copy of the study on the information highway (fiber optic network) from New England Telephone Company.
Obtain copy of the Maine DOT study on "Transportation Needs In The 21st Century"
Legislature allocates funds for study and task force.

V. EVALUATIONS:

Policy Makers will be able to:
Complete analysis.
Establish task force.
Improve access to the workplace and educational opportunities.

VI. RESOURCES:

CEI - Project Pioneer.
New England Telephone.
Maine DOT.
NRCOM (Natural Resources Council of Maine).

VII. SPECIAL NOTES:

Address and overcome Maine's resistance to public transportation.
Increase public transportation options in order to allow people access to the full range of employment and educational and training options.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-6 Implement Comparable Crediting

II. INTRODUCTION:

People often develop quality skills outside of formal schooling. These skills need evaluating through a performance assessment of transferable skills. Businesses should adopt policies that offer comparable credit for transferable skills.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Develop competencies for each job title.
Develop performance assessment for each competency.
Develop performance criteria for promotion within an organization.

IV. IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Review existing policies.
Assess adequacy of existing policies.
Make changes in policies where appropriate.

V. EVALUATIONS:

Policy Makers will be able to:
Revise policies to reflect performance assessment and comparable credit.

VI. RESOURCES:

DOE Adult Education.
Bureau of Apprenticeship Training (state and federal).
UNUM.
Coastal Enterprises, Inc. (CEI).
BETP (Essential Work Competencies Project).

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-7 Create Diverse Dependent Care Options

II. INTRODUCTION:

Dependent care for children or adults is a major factor in the lives of many individuals. Increasingly, families have two income earners; by the year 2,000, two-thirds of new entrants into the labor force will be women. Since people live longer, dependent care for the elderly affects more families. Resolution of these problems is beneficial to business as well as the employee. Lack of dependent care options has disproportionally adversely impacted women.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Develop baseline data for compliance with the Family Leave Act.
Ensure that all employers who are required to do so are in compliance with the federal and state family leave acts.
Identify existing surveys through which data can be gathered on how dependent care issues affect productivity.
Identify existing surveys through which data can be gathered on the dependent care needs of employees.
Identify existing surveys through which data can be gathered on federal and state laws that apply to business.
Analyze options that exist for dependent care, including new uses for existing resources.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Review Family Leave Act to identify gaps, especially for short-term, occasional illness in family.

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Review existing data on dependent care options.
Make appropriate recommendations for legislation.
Analyze, review, and assess information on the Family Leave Act (state and federal) for regulatory implications.

V. EVALUATIONS:

Policy Makers will be able to:
Ensure all employers required to comply to the Family Leave Act have done so, and also have identified dependent care options.
Put in place where needed additional options for dependent care.

VI. RESOURCES:

Economic Security Survey of AFDC recipiants - (gap in family act?).
Project Pioneer.
CEI.
Pioneer Plastics, Inc.
US Department of Labor.
National Conference for State Legislatures.
Attorney General's Office.
Maine Chamber of Commerce & Industry.
Maine Labor Relations Board.
Bureau of Labor Education.
Maine School Management.
Law library.
UNUM.

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-8 Require Participation of NTO's in the Development of Policies & Regulations

II. INTRODUCTION:

All too often, policies and regulations result in women's being channeled into training for low-wage work. On the other hand, trade and technical training leads to jobs that provide women with skills, wages, and benefits that enable them to support themselves and their children.

Policy makers must assure that all policies and regulations are developed with equal representation of women and men. This accomplishment will assist in expanding the awareness and opportunities in nontraditional roles.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Involve both women and men in nontraditional occupation in all committees that develop policies and procedures regarding edcuation, training, and economic development.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Require representation and participation of women and men in nontraditonal occupations on all boards and committees regarding education, training, and economic development issues.
Introduce legislation that will specifically address this inequity.

V. EVALUATIONS:

Policy Makers will be able to:
Observe more participation of nontraditional occupation men and women on boards and organizations regarding edcuation, training, and economic development issues.

VI. RESOURCES:

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-9 Increase Percent of NTO Enrollments in Vocational Education

II. INTRODUCTION:

Trade and technical careers pay more than the traditional "pink collar" careers. Since more women are becoming heads of households, they must find work that will support their families. Therefore, access to training in traditionally, male-dominated nontraditional careers must be made available, and employers must provide the opportunity for access to these higher paying positions.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Ensure that educational institutions establish at least a ten percent nontraditional enrollment goal for vocational education programs.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Revise the recruitment process to include benefits for nontraditional careers.
Provide opportunities to job shadow nontraditional professionals.
Establish mentoring programs for nontraditional students.

V. EVALUATIONS:

Policy Makers will be able to:
Raise the minimum to at least a ten percent nontraditional enrollment.
Ensure that the recruitment process includes benefits for nontraditional careers.
See evidence that more employers are hiring nontraditional workers.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-10 Require Participation in Apprenticeship when Business Involved is in any Government Program

II. INTRODUCTION:

Although requring participation in apprenticeships is a lofty goal, Policy Makers believe that government-sponsored programs can encourage more equitable training opportunities through increased registered apprenticeship slots.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Ensure that policies and regulations pertaining to state and federal contracts to private industry include incentives for increased apprenticeship programs.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Award extra points to contractors who submit bids that include registered apprenticeship positions. The jobs under bid are those funded by federal and/or state dollars.
Review existing policies, procedures, and strategies to include more registered apprenticeship opportunities in federal and state contracts.
Include more opportunities for registered apprenticeships in development and job training.

V. EVALUATIONS:

Policy Makers will be able to:
Increase the number of statewide registered apprenticeships.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-11 Require Comprehensive Career Exploration K-12

II. INTRODUCTION:

Traditionally, career education has been dependent upon federal funding. It is provided when funds exist and it is not provided when funds are not available. A student cannot make informed career choices without a solid and consistent background of career information provided through comprehensive (K-Adult) career education and exploration programs.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Hold educational institutions accountable for developing, implementing, and evaluating a comprehensive career education and exploration program.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Develop the value of career education and exploration programs as an integral component to school curriculum.
Ensure that the Department of Education establish comprehensive (K-Adult) career education and exploration programs as a graduation requirement.
Include career education and exploration questions in the Maine Educational Assessment Examination.

V. EVALUATIONS:

Policy Makers will be able to:

V. EVALUATIONS (cont.):

Require career education and exploration programs for graduation at all educational institutions.
Require that the Methods of Administration (MOA) process reviews and evaluates that career education and exploration programs exist in all educational institutions.
Include career education and exploration questions in Maine Educational Assessment Examination at grade levels 4, 8, and 11.

VI. RESOURCES:

PREP.
Building Blocks.
Get a Life.
Choices and Changes.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: J REVISE POLICIES AND REGULATIONS

TASK: J-12 Increase Number of NTO Trade Instructors

II. INTRODUCTION:

Schools and society need to encourage every student to select whatever careershe or he is most interested in, including NTO careers. However, until more visible and respected NTO role models exist, increases in NTO's probably will not happen. Therefore, more trade and technical programs must include NTO instructors if our nation's workforce is to remain competitive with industrialized nations' workforces. The effect those individuals have on each student is paramount to reinforcing the idea that "yes, it is okay to select and work in a non-traditional occupation. It can be done."

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Encourage recruitment of NTO personnel.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Post "Trade Instructor position vacancy" advertisements to encourage nontraditional applicants.
Provide professional work environment where respect for everyone is encouraged.

V. EVALUATIONS:

Encourage visibility of traditional and non-traditional workers in the school.

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** J REVISE POLICIES AND REGULATIONS

TASK: J-13 Utilize Current Census Figures To Increase Goals For NTO Participation

II. INTRODUCTION:

The Maine Department of Labor compiles a lot of information regarding the number of males and/or females in positions within the workforce. These numbers need to be used along with the ten year measures of the census when determining the true number of traditional and nontraditional workers.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Use the Department of Labor and census findings to increase NTO participation goals.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Periocially review policies and regulations for discrepancies between NTO goals and current workforce demographics.

V. EVALUATIONS:

Policy Makers will be able to:
Increase NTO workforce participation.

VI. RESOURCES:

Department of Labor.
MOICC.
Census Bureau.

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: K COMPLY WITH GOVERNMENT REGULATIONS

TASK: K-1 Enforce Safety Regulations

II. INTRODUCTION:

A safe work environment is critical to a strong business climate. It affects workers productivity, workers comp costs, and recruitment and training costs.

A safe work environment is a critical factor in career choice. Lack of enforcement of safety regulations acts as a barrier to employment, particularly to women who enter trade and technical careers. Lack of enforcement of safety regulations affects their job performance and causes them to leave those occupations.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
Ensure that all Maine workplaces are healthy and safe.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

All State administered public funds (state and/or Federal loans, tax breaks, contracts. public investment in economic development, government contingencies, training dollars) awarded to the state agency or any of its subrecipients, will ensure that such awards are in compliance with State and Federal health and safety laws, rules, and regulations. Policy Makers will issue awards to subrecipients who demonstrate the greatest degree of compliance with the following:

Monitor for safety
Audit & Program Review

IV. SUGGESTED IMPLEMENTATION STRATEGIES (cont.):

Upfront compliance
Experience mod with HIPC, OSHA, workers comp claims

V. EVALUATIONS:

VI. RESOURCES:

VII. SPECIAL NOTES:

Policy Makers Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:**	K	COMPLY WITH GOVERNMENT REGULATIONS
TASK:	K-1	Enforce Safety Regulations
	K-2	Enforce Sexual Harasment Regulations
	K-3	Enforce EEOC Guidelines
	K-4	Enforce Affirmatiive Action Goals, Regulations, and Laws
	K-5	Enforce Maine Human Rights Act in Education and Employment
	K-6	Enforce Title IX (Title VI and Title VII)
	K-7	Enforce Executive Order 11246 (Affirmative Action)
	K-8	Enforce Non-Retaliation Clauses
	K-9	Enforce Apprenticeship Regulations, Title 29, CFR 30

II. INTRODUCTION:

Ensuring fair and equitable treatment of all of Maine's citizens is critical to a strong business climate. It affects workers' productivity, workers comp costs, and recruitment and training costs.

A safe and equitable work environment is a critical factor in career choice. Lack of enforcement of safety and equal opportunity regulations acts as a barrier to employment, particularly to women who enter trade and technical careers. The lack of enforcement of safety and equal opportunity regulations affects their job performance and causes them to leave those occupations.

III. PERFORMANCE OBJECTIVES:

Policy Makers will be able to:
All State administered public funds (state and/or Federal loans, tax breaks, contracts, grants, public investment in economic development, government

III. PERFORMANCE OBJECTIVES (cont.):

contingencies, training dollars) awarded to any public or private entity will ensure that such awards are in compliance with State and Federal health and safety laws, rules, and regulations. The compliance ensures that all Maine citizens have equal opportunity to work in safe and healthy workplaces:

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Policy Makers will be able to:
Make awards to public and private entities which demonstrate compliance with state and federal health, safety, and fairness regulations. A prerequisite to awards will be demonstrated assurance of compliance and/or utilization of a plan to attain compliance of the following:
Safety regulations;
Sexual harassment regulations;
EEOC Guidelines;
Affirmative action goals, regulations and laws including Executive Order 11246;
Maine Human Rights Act;
Title IX of the Education Amendments of 1976;
Non-Retaliation clauses; and Apprenticeship regulations (Title 29, CFR 30).

V. EVALUATIONS:

The following questions are for any policy maker and/or legislatve committee, who has jurisdiction over health and safety issues.

Safety (K-1)
OSHA Regulations

1. Is the public or private entity currently in noncompliance with OSHA regulations? If yes, cite the violation(s).

2. In the past five years, has the public or private entity been in noncompliance with OSHA regulations? If yes, cite the violation/s and current status of compliance.

OSHA Regulations (cont.)

3. For each public or private entity, provide a statement of lost time accidents, for the past five years, from their workers comp insurance carrier.

4. If not in compliance, a compliance plan shall become a performance objective under the grant award and the awardee shall provide quarterly reports as to the plan's progress to the granting agency.

V. EVALUATIONS (cont.):

Wage and Hour Regulations

1. Is the public or private entity currently in noncompliance with wage and hour regulations? If yes, cite the violation(s).

2. In the past five years, has the public or private entity been in noncompliance with wage and hour regulations? If yes, cite the violation(s) and current status of compliance.

3. For each public or private entity, provide a statement of compliance with wage and hour regulations from the Wage and Hour Division of the Maine Department of Labor, for the past five years.

4. Following any award of public funds, the public or private entity receiving the public funds shall provide quarterly reports to the granting agency.

Sexual Harassment (K-2)

Employment

1. Provide a copy of the public or private agencies sexual harassment policy for employees.

Employment (cont.)

2. Provide evidence of compliance with Maine's Sexual Harassment Law. Such evidence must include an agenda and name and address of the trainer for training provided to employees and copies of notices distributed to all employees and supervisors.

Education

1. Provide a copy of the public or private agencies sexual harassment policy for education (students).

2. Provide evidence of compliance with Maine's Human Rights Act. Such evidence must include an agenda and name and address of the trainer for training provided to all students and copies of notices distributed to all students and teachers.

EEOC Guidelines (K-3)

1. Submit a workforce "snapshot" that itemizes all employees by job classification and by race, sex, handicap

Affirmative Action (K-4)

Employment

1. Provide a copy of the affirmative action plan for employment.

Education

1. Provide a copy of the affirmative action plan for students and educational programs.

Maine Human Rights Act (K-5)

Employment

1. Is the public or private entity currently in noncompliance with the Maine Human Rights Act? If yes, cite the violation(s).

2. In the past five years, has the public or private entity been in noncompliance with the Maine Human Rights Act? If yes, cite the violation/s and current status of compliance.

3. Following any award of public funds, the public or private entity receiving the public funds shall provide quarterly reports to the granting agency.

Education

1. Is the public or private entity currently in noncompliance with the Maine Human Rights Act? If yes, cite the violation(s).

2. In the past five years, has the public or private entity been in noncompliance with the Maine Human Rights Act? If yes, cite the violation(s) and current status of compliance.

3. Following any award of public funds, the public or private entity receiving the public funds shall provide quarterly reports to the granting agency.

Title IX of the Education Amendments of 1976 (K-6)

1. Is the public or private entity currently in noncompliance with Title IX regulations? If yes, cite the violation(s).

2. In the past five years, has the public or private entity been in noncompliance with Title IX regulations? If yes, cite the violation(s) and current status of compliance.

3. Following any award of public funds, the public or private entity receiving the public funds shall provide quarterly reports to the granting agency.

Non-retaliation CLAUSES (K-8)

1. The granting agency will check with the Maine Human Rights Commission and the Labor Relations Board to determine whether the public or private agency has been found in violation of non-relataliation clauses.

Apprenticeship Regulation, Title 29, CFR 30 (K-9)

1. Is the public or private entity currently in noncompliance with Title 29? If yes, cite the violation(s).
2. In the past five years, has the public or private entity been in noncompliance with Title 29? If yes, cite the violation(s) and current status of compliance.
3. Following any award of public funds, the public or private entity receiving the public funds shall provide quarterly reports to the granting agency.

VI. RESOURCES:

VII. SPECIAL NOTES:

If a public or private agency is otherwise eligible for public or private funds but not in compliance with the criteria set forth under evaluations, the agency will not receive funding until they either come into compliance or submit a plan for achieving compliance. This must be done within 90 days to receive any funding. If, after receiving funding, the agency fails to be incompliance with the plan it submitted or is found to be out of compliance with any of the issues identified under the evaluation section, future funding will be delayed or reduced until such time that compliance is achieved.

DATE: June 1995

TO: Users of the Gender Equity in Education and Workplace Curriculum

FROM: Maine Parents

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With pleasure as Maine parents, we present parenting strategies for achieving equity in ourselves and our children.

Although equity is a lifelong process, we highly recommend immediate and on-going implementation of these strategies. We also include a variety of resources from The Maine and National Parent Teachers Association.

Please use these suggested strategies to develop your own appropriate strategies for yourselves and your children. We know you will find this document helpful, and we wish you all the best of luck.

NATIONAL PTA®
330 NORTH WABASH AVENUE
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312.670.6782
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RESOLUTION

(Adopted by the 1992 convention delegates)

GENDER EQUITY IN EDUCATION

WHEREAS, The National PTA believes that every child must be provided with sound general education which will prepare him/her to pursue a career or further academic training and to become responsible citizens in a free society in the global community; and

WHEREAS, Educational opportunities for students in the public schools are dependent on the quality of instructional programs and personnel; and

WHEREAS, Teacher preparation and staff development programs designed to initiate and strengthen professional excellence in instruction, teaching techniques, assessments and the transmission of academic knowledge free of gender bias should be encouraged; and

WHEREAS, Passage of Title IX of the 1972 Education Amendments, prohibiting discrimination in educational institutions receiving federal funds, have not prevented girls from systematic discouragement from courses of study essential to their future employability and economic well-being; and

WHEREAS, The current school reform movement must concentrate on what has to change in order for each student - every girl and every boy - to do as well as she or he can; and

WHEREAS, By recognizing what happens to girls in the classroom, we are able to gain valuable insights to improve education for both girls and boys to help prepare them for the next century; therefore be it

Resolved, That the National PTA and its local units support:

a. School improvement efforts that include a focus on the ongoing professional development of teachers, parents, counselors and administrators including issues of gender fairness;

GENDER EQUITY IN EDUCATION (Cont.)

b. state certification standards for teachers, counselors and administrators that require course-work on gender issues including bias in classroom interaction patterns;

c. the development of gender fair multi-cultural curricula and assessments; and be it further

Resolved. That the National PTA continue to emphasize the need to develop gender fair curricula to meet the developmental needs of girls as well as boys and assist parents to encourage all children in their pursuit of scientific, technological and other careers.

LEGISLATIVE DIRECTIVE: EQUITY IN EDUCATION

Issue: Gender Equity in Education

National PTA Legislative Issue Brief 11 **March 1995**

National PTA Position

A 1992 resolution that calls for school improvement efforts that address the developmental needs of girls as well as boys and National PTA's resolution on school discrimination and harassment adopted in 1990.

Background

A wealth of information exists documenting gender bias in our country's educational system. Researchers exploring classroom interactions found teachers direct 80 percent of their questions to boys. Also, instructors present material in formats that primarily benefit boys.

Analysis of classroom interactions show that girls are complimented for qualities such as neatness, but receive few accolades for their academic work. Further, curriculum and texts often omit or trivialize references to females.

Discrimination does affect girls' achievement in school. Studies show that gender inequities can lessen self-esteem, educational aspirations, and career goals.

In October 1994, Congress reauthorized the Elementary and Secondary Education Act and renamed it the Improving America's Schools Act (IASA). At that time, Congress incorporated several National PTA supported gender equity provisions into the law. Below is a summary of the gender equity provisions adopted by Congress last fall. The IASA does the following:

- Maintains the Women's Educational Equity Act, which funds research, and model programs to promote education free of gender bias.
- Creates a special assistant for gender equity in the Department of Education who will promote, coordinate, and disseminate information and technical assistance on this topic.
- Establishes a grant program for professional development and teacher training to help eliminate gender and racial bias in education.
- Allows math and science professional development funds to be used to increase the number of women and other underrepresented groups in the fields of math and science.
- Permits localities with Safe Schools funds to use these funds to address sexual harassment. Also includes in the definition of drug and violence prevention schools that are free of sexual harassment.
- Broadens eligibility for Even Start programs to include teen parents. Even Start promotes family literacy and provides support programs. Also, requires schools to show how they have coordinated with other local social service agencies to meet the needs of youth at risk of dropping out of school.
- Requires recipients of IASA's Title I funds to collect student data by sex, race, ethnicity, and socioeconomic status.
- Allows up to five percent of a school's overall IASA's funds to be used for school- and community-based services, if health and nutrition services are not available to eligible Title I students.
- Requires college athletic programs to disclose their student participation rates and the money spent for men's and women's

intercollegiate athletics programs.

Federal Activity

The Education Department has requested public comment on how to enforce the gender equity law that affects college athletic disclosures in the February 3, 1995 *Federal Register*. The department is seeking guidance on a host of topics, such as how to define a varsity sports participant and how to report sports revenue.

Comments are due by April 4, 1994, and can be sent to Paula Husselman, Education Department, 600 Independence Ave., S.W., Room 4318, Washington, DC 20202-5346.

Maribeth Oakes ■

RESOLUTION: VOCATIONAL AND CAREER EDUCATION

Issue: School-to-Work Opportunities Act

National PTA Legislative Issue Brief 20 **March 1995**

National PTA Position

The National PTA believes that every child must be provided with sound general education which will prepare him/her to pursue a career or further academic training. The National PTA further believes that the federal government has a limited but vital role toward achieving this goal by assisting state and local communities to prepare school-age populations to enter the labor market and meet national , needs and interests (Position Statement reaffirmed, 1987).

Background

The term "school -to-work" suggests that peoples lives are divided into distinct sectors of education and training in preparation for the work world. In reality, people mix school and work from early adolescence through adulthood. More and more, data suggests that the present structure of education may be out of sync with the needs of employers and the necessary skills graduates need to succeed. The American Society for Training and Development (ASTD) has found:

- Only about 50 percent or approximately 1.4 million of the nation's youth enter some form of postsecondary education the fall after they graduate from high school. Of these, only about half successfully complete a baccalaureate degree.
- Many youth who do not graduate from college have a difficult transition to a career.
- Many schools continue to be disproportionately geared to meeting the needs of college bound youth , and there are a few programs linking the students to employers.
- As a result, youth unemployment stays consistently at three times the level of adult unemployment. For minority youth, unemployment is often five times that of adult levels. Seventy-five percent of the jobs in the United States do not require a 4 year degree. However, good jobs with career potential do require a strong foundation in academic, technical, and employability skills.
- The United States is the only country in the industrialized world that does not have a comprehensive system for preparing young people for work. Seventy-five percent of students going to work without college degrees spend 5 to 10 years bouncing from one dead-end job to another.
- Since the late 1970s, the differential between the wages of the college-educated work force has risen dramatically. In 1979, college-educated workers earned on average 37.7 percent more than high school graduates. By 1989, the differential was 55.7 percent. Over the same period, while hourly wages for college-educated workers increased slightly, real hourly wages for high school graduates dropped 12.7 percent, and real wages for high school dropouts fell 18.2 percent.

Federal Activity

The School-To-Work Opportunities Act (STWOA)

The National PTA supported the School-to-Work Opportunities Act which became law on May 4, 1994. The Act authorized $100 million for FY 1994-1995 and $300 million for FY 1995-1996. Three mechanisms would be used to stimulate state and local decision-making under (STWOA). These are: (1) **development grants** for a comprehensive School-to-Work Opportunities system; (2) **implementation grants** for states ready to begin operation of their new school-to-work system; and (3) **waivers of certain statutory and regulatory provisions** from other federal job training and education programs that may impede a states's or community's ability to implement its School-to-Work program. All School-to-Work programs must contain three core components:

◆ **Work-based learning** that provides students with a planned program of job training and experiences in a broad range of tasks in an occupational area, as well as paid work experience and workplace mentoring.

◆ **School-based learning** that includes a coherent multi-year sequence of instruction--typically beginning in the 11th grade and ending after at least one year of postsecondary education--tied to high academic and skill standards as proposed in the Goals 2000: Educate America Act.

◆ **Connecting activities** to ensure coordination of the work-and school-based learning components of a school-to-work program, such as providing technical assistance in designing work-based learning components, matching students with employers' work-based learning opportunities, and collecting information on what happens to students who complete the program.

The program promotes the development of partnerships of employers, educators, workers, civic leaders, parents, and policy makers. The partners need not start from scratch, but can build on existing promising programs such as tech prep, career academies, youth apprenticeships, and other school-business endeavors.

By completing a school-to-work program, a student would earn a high school diploma, a diploma or certificate from a postsecondary institution, if appropriate, and a portable, industry recognized credential certifying competency and mastery in an occupational area.

Consolidation of School-To-Work Opportunities Act, Vocational Education and federal job training programs

The U.S. Department of Education and the appropriate Congressional committees are currently working on a plan that would consolidate the School-To-Work Opportunities Act, the Carl D. Perkins Vocational Education and Applied Technology Education Act and other job training programs into a single bill. The National PTA believes that a consolidated bill must contains these provisions:

◆ Mandated parent involvement in partnership with the schools and participating private sector representatives in the development of program standards, implementation and evaluation.

◆ Strong integration of the work experience with an education component so that the program will not turn into a pure labor initiative without appropriate training.

◆ School -to-Work academic standards that are expected of all students whether college bound or work bound.

◆ An assessment system to assure accountability for the expenditure of public dollars and continuous evaluation of the program

◆ Built-in requirements that employers adhere to child labor laws and regulations.

◆ Equal educational access so that all students have an opportunity to participate in a school -to work program and to succeed.

◆ Adequate funding to assure that appropriate learning materials, competent staff, and updated equipment and infrastructure are available to the students.

Arnold Fege ■

Maine PTA Connection

volume 3, issue 3 May 1995

A Letter from the President

In the spring issue of this newsletter, you will read about volunteers, *TEAMWORK*, the "Shy Child in the Classroom," legislative issues and many other important topics concerning our children.

I would like to bring you up-to-date regarding the April 8th meeting of the Maine PTA Board of Directors. There are many issues targeting children right now at the state and national levels in government. We are considering taking positions of several forms of legislation, one being Seat Belts on New School Buses. The board voted to take no position at this time on this piece of legislation due to "inconclusive information."

Regarding School Choice legislation, we have sent information out to all local unit presidents asking for feedback. It is imperative that we hear from your local units because it is expected that the MPTA Board of Directors will need to take an official position on this issue. Some of the pros and cons that have been considered are as follows:

PROS:

- It raises the equity issue strongly in this state.
- Parents will have choices for the special courses, such as, art, sports, gifted and talented programs, etc.

CONS:

- We're not sure whether this will force lower schools to achieve.
- Where is the funding coming from for transportation of children?
- How will it be enforced that the poor get reimbursed for costs of transportation of their children?
- It forces parents to be consumers.
- What about families who live too far to transport their children?
- Issues around athletics.
- As classrooms grow and become overcrowded, this results in the demand to hire more teachers. Where are the funds?
- A waiting list becomes very long range.
- Teachers still want choice to teach elsewhere to benefit them selves.
- What about the quota system - no room in schools?
- This then becomes another major funding and equity issue.
- What about middle income families who deserve to be reimbursed?
- All schools need to be accountable - this lets the lesser schools off the hook!
- Issues are misleading about parent involvement - there is less empowerment for parents who have problems with one school and want change, so that they won't have problems in a new

continued - next page

TEAMWORK

We are one group
and if our bonds hold well,
We can share each victory
and each defeat.

Whenever one member of the group rejoices,
we all rejoice;
when one of us hurts, we all hurt.

One is as important to the whole
as another.
Each is unique and serves his own purpose.
Yet we are bound together
to be as one - one in the group.

Every person performs a separate role
Yet each function relates to another,
affecting all other parts.

We must use our resources for the good of everyone.
We soon realize that without others,
we can no longer survive.
Each person is a part,
mutually striving to make the whole group work.

If one decides to give up or to stop participating,
each of us is affected and we could all lose.

We can unite together to destroy,
or we can unite our skills to build.

by B. Hupp

Reflections Update

The Maine PTA is happy to announce the state winners in the 1995 Reflections Program. This year's theme was "Dare to Discover..." and was interpreted in a great number of creative ways including such ideas as "Dare to Discover...friends, friendship, the beauty of the jungle, the beauty of a winter's day on the Maine coast, endangered species, music, emotions, the beauty of forests, "it's okay to be different,"under the sea, "what I can be when I grow up," far away lands, the beauty of the skies, "a Christmas to remember" and many more.

The entries of these twenty students have been sent on to National PTA for judging and we will receive those results in May. These students and their guests will be honored at an awards reception in the fall.

Across the state, 19 local PTA units participated in the program with over 2200 visual arts entries and almost 1100 literature entries at the local levels. Though fewer photography and music entries, the competition was very strong in all four arts categories. As always, the judges were very impressed with the students' quality of work, artistic impression, and interpretation of the theme. Congratulations to all who participated in this year's Reflections Program.

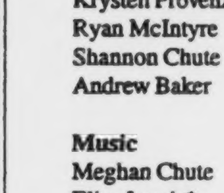
For more information on next year's program contact you local PTA. For more information on how to start a program at your school, contact Sally Gibson, 20 Oxford Street, Fryeburg, Maine, 04037. The theme for the 1995-96 school year is "Just Open Your Eyes and See..."

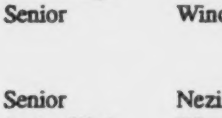
Sally Gibson
Reflections Chair

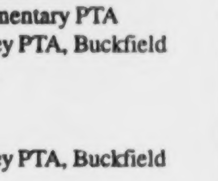
1995 Maine PTA State Reflections Winners
"Dare to Discover..."

Visual Arts		
Mica B. Jones	Primary	River View PTA, Gardiner
Dimitra Corsetti	Intermediate	Windham PTA
Allison Livengood	Intermediate	Windham PTA
Shannon Chute*	Junior High	Nezinscot Valley PTA, Buckfield
Billie Anne Morin	Senior	East Millinocket PTA
Photography		
James Kimball	Primary	Nezinscot Valley PTA, Buckfield
Krysten Provenzano*	Primary	East Millinocket PTA
Ryan McIntyre	Intermediate	St. George Elementary PTA
Shannon Chute	Junior High	Nezinscot Valley PTA, Buckfield
Andrew Baker	Senior	Windham PTA
Music		
Meghan Chute	Senior	Nezinscot Valley PTA, Buckfield
Eliza Lewis*	Junior High	Windham PTA
Leslie Gibson	Junior High	M.O.M.S. PTSA, Fryeburg
Ryan McIntyre	Intermediate	St. George Elementary PTA
Angela Myers	Senior	East Millinocket PTA
Literature		
Jonathan Bubier	Primary	Nezinscot Valley PTA, Buckfield
Lindsay Sears*	Intermediate	River View PTA, Gardiner
James Livengood	Junior High	Windham PTA
Kristie Malenfant	Senior	Caribou PTA
Leslie E. Gibson	Junior High	M.O.M.S. PTSA, Fryeburg

* News was received on May1, 1995 that these students have been awarded an honorable mention on the national level. Congratulations to these students. Be sure to watch for more about reflections winners in the next issue of *Maine PTA Connection*.







How we learn
1% through TASTE
1.5% through TOUCH
3.5% through SMELL
11% through HEARING
83% through SIGHT

letter from the President cont.

school. This is not always the solution to the problem.

•We should have "pilot sites"for this type of choice before we make it mandatory statewide.

These are just some of the issues to consider when looking at a piece of legislation such as this. I am sure you realize why it is imperative that we hear your views as well.

May 20th from 9:00 am to 4:00 pm at the Maine Secondary Principal's Office in Augusta will be our next MPTA Board of Directors meeting. I would like to invite local unit officers from Aroostook County to the board meeting. If you are interested in attending, please contact me at 498-8933 (evenings).

We hope you have a safe summer and don't forget to read your NPTA Safety Information and also from Safe Kids Coalition to prevent needless accidents.

Yours in P
Nancy E. Saucier
President MPTA

Parent Involvement

The last four months have been great! I have been learning a great deal about parent involvement and am anxious to share it with you, the local units. I am working on the Family and Community Involvement Study Group of Maine Goals 2000. It is very exciting to be working with people from around the state with a common interest in getting the families and communities of Maine more involved in the education of our children. The study group is looking for successful community/family involvement programs that you have been involved with or know abut. Please send in any information you may have.

Also, I am beginning work on a parent involvement handbook. Being on the study group will give me a lot of information to pass along to you. I encourage anyone to please send to me any ideas or recommedations they would like included in this handbook. I am hoping to have this ready sometime next fall. I look forward to hearing from you.

Sincerely
Linda M. Fairfield
4 Graffam Way
Bath, Maine 04530
207 443-1184

What we remember
10% of what we READ
20% of what we HEAR
30% of what we SEE
50% of what we HEAR and SEE
70% of what we SAY
90% of what we SAY AS WE DO A THING

Aid to Oklahoma

Maine PTA President Nancy Saucier has been in contact with the Oklahoma State PTA. President Lucy Ward has arranged for a fund to aid victims of the recent tragedy in Oklahoma City. Any local unit which would like to send a monetary gift to those in need may send it to: Nancy Saucier, 18 Peterson Ave., Caribou, Maine 04736 by May 31, 1995. Please make checks payable to: the Oklahoma PTA. Nancy will then forward any contributions to the Oklahoma State PTA which will then distribute the funds through local contacts.

Letter from the Treasurer

It's been a while since November when convention took place in Portland at the Sheraton Tara. It was a very exciting time for me as I hope it was for you.

I would like to take a few minutes to tell you about myself. I have a wonderful and supportive husband and two very energetic boys in Grades 1 and 2. I currently serve as Secretary in my local unit in Bath. PTA has opened my eyes to see that I can make a difference and that the PTA has a voice, a strong voice, that is heard not only in my local district, but in Augusta and Washington. We are making a difference for our children and what a wonderful feeling that is.

To the Treasurers of local units, I am currently trying to find a way to reach you. It is difficult to provide you with updated materials, tax and insurance information, if we do not know who you are. It is imperative for your local unit to send to the State office a current list of officers after your yearly elections. That way, we have an updated list so we may send you important information that comes our way that will help serve you better. This will also insure the mailings from National.

Anytime you have any questions regarding your role as Treasurer please feel free to call or write me. My address and phone: Ann London, 250 Center Street, Bath, Maine, 04530, (207) 442-7636.

My goals for the coming year include continuing to improve communication between State and local Treasurers and to provide training on items like the budgeting process, record keeping, and financial responsibilities of the treasurer and officers.

I hope to hear from you with any comments or suggestions you may have to make our MPTA a more efficient and productive one.

I look forward to working with you.

Ann London
Treasurer, MPTA

P.S. Dues have increased to $2 per year. One dollar will be sent to the NPTA while the other will stay with the Maine PTA.

Here's What You Get from the National PTA

•Opportunity to involve your children in Reflections, the nationally known cultural arts program (available only to PTAs)

•Publications and materials on nutrition, violence in schools, TV viewing skills, and other issues facing you and your children

•Brochures, other printed materials, and videos, for sale or free of charge, covering the following topics: parenting andparenting skills, health and safety, education issues

•leadership, program planning materials for your unit: inclusiveness, substance abuse, financial management assistance for local units, self-esteem, and art advocacy

•Opportunities for you to be involved in your local, state, and national organizations for the sake of your children

Virginia PTA bulletin

Task Force on Learning Results Report - April 16, 1995

The Task Force on Learning Results (TFLR) committee met in February at the Blaine House. The afternoon portion was in conjunction with the Technology Task Force.

The committee met in South Portland in March. The morning was spent with Jack Rosser giving us a summary of the Rosser Commission report.

There have been regional meetings, student summits at four locations across the state , and a three day Teacher Summit this week. The purpose of the Teacher Summit was for those professionals to identify what they think all students should know at the exit point and two intermediate points. Our previous meetings have gotten us to the point where we could give them some specific instructions and frameworks to work with.

We had to define the "framework"so they would give us what we hope we want.

We have a two-day meeting the end of April in Bangor and a two-day meeting in Portland in May. At those meetings, we should compile all the Information collected from all these groups and come up with the "state learning results." These results will be based on the Common Core, will be assessable locally and by the state, and will be measurable--those are just a few o f the guidelines.

I might add, that whatever the final results of the Task Force look like, achieving these results for all students everywhere in Maine and attaining the Goals 2000, will still depend on adequate and equitable state funding and will require a lot of parental support!

Sally Gibson
member of TFLR

See calendar on back page for dates of the Public Feedback Forums.

Shy student breaks silence with a plea for help

By Abigail Van Buren

Dear Abby: As a substitute teacher, I get a fresh perspective on students that regular teachers may miss.

On my first day in a class, I ask students to write three or four paragraphs describing themselves. The following is one student's essay. It ways signed, "The Shy One."

"Dear Teacher : I am one of your students, but you may not have noticed me. I am the quiet one who always does what she is told and never gives you any trouble. I eat alone at lunchtime and sit alone at recess. I try to look like I'm OK because I have my pride, but inside I'm hurting.

"Giving an oral report is agony for me. When you let the team captains choose their teams for P.E., I'm always the last one to be picked, and it hurts so much. If you're sensitive and pick up on my feelings, I won't respond to your kindness, because it embarrasses me as much to be noticed as it hurts to be ignored.

"But please don't give up on me. Stick with me and help me become part of the group. You can make a big difference in my life as that special teacher who helped turn my life around."

Abby, please publish this. I am sure there are many who will relate to it. - Retired Teacher

Dear Retired Teacher: Thanks for sharing a very special essay. Some actors have said that, as children, they were very shy and turned to acting because they were too insecure to be themselves.

Bangor Daily News, Wednesday, March 22, 1995

Legislative report

In March, I attended the annual NPTA Legislative conference in Washington, D.C. This is alway very exciting event for me as it means that I must to Capitol Hill to advocate for children and educate our newly elected and incumbent members of the House of Representatives and the Senate abut the importance of children's issues.

This year was an extremely difficult year as there were so many funding cutbacks facing children such as:

The School Nutrition Block Grant - HR999

This legislation jeopardizes the existing school lunch programs nationwide. There are 5 million children involved in breakfast programs and 25 million children involved in school lunch programs. Over one half of the 25 million are served free or reduced lunches. The National PTA will oppose any attempts to consolidate the federal child nutrition programs into a block grant if such proposals reduce the funding for or threaten the quality of these programs. HUNGRY CHILDREN CANNOT LEARN!

U.S. Department of Education

The NPTA would oppose attempts to eliminate or lower the status of the Dept. of Education.

Idea Reauthorization

The NPTA strongly supports the Individuals with Disabilities Education Act (IDEA) and will work for its reauthorization.

Public School Prayer

The NPTA has always supported strong spiritual training for all children. The NPTA will oppose a bill to amend the U.S. Constitution to allow organized public school prayer. The PTA believes tha to allow government to sponsor school prayers in ou public schools would infringe on the rights of children and youth of many different faiths. We feel that religion and prayer should be the responsibility of the family and is best addressed in the home and place of worship.

Goals 2000 - Educate America Act, Improving America's Schools Act and the School to Wor Opportunity Act.

Each of these proposals represents important national interests related to education reform, education for disadvantaged children, and a framework for developing more effective partnerships between the schools and the workplace by providing services for those students who may not go on to college. These programs include parental involvemen requirements, mechanisms for accountability, maximum local decision-making and supplemental resources that local school districts desperately nee

Balanced Budget Amendment - Federal

Poses serious threat to the availability of adequate funding for education and child-related programs. The NPTA opposes these and any [illegible]osals that will affect needed resources of [illegible]ren.

Education Vouchers and Tuition Tax Credits

The NPTA believes that public money should be appropriated only for public schools that are publicly controlled. The NPTA strongly opposes any federal legislation that would provide vouchers to preschool, elementary or secondary public and nonpublic school students. We oppose tax credits for elementary and secondary school tuition and other education expenses. We oppose monies from public schools being transferred to private schools.

Parent Involvement

The NPTA believes firmly in the importance of family involvement in a child's education.

What can we do?

We must

- organize parents to write letters to their congressmen to support child-related programs.
- train parents about Goals 2000 and school reform by utilizing our PTA resources.
- build partnerships to work together for a common goal.
- train parents about parental involvement in [illegible]ols.
- [illegible]ew parents as allies, not adversaries, and effectively involve them instead of being resistant to including them.
- develop a knowledge base of programs that work, promote sharing of models and ultimately develop indicators.
- share a capacity for building commitment.
- promote an awareness of what parent/family involvement is.
- have high expectations for our children.
- develop schools and communities that support learning.
- take risks.

Someone asked, "Isn't it risky to do reform at this time?"

He answered, "If you don't want to take the risk, then get out of the way and let someone else take the risk, because our children take risks every day!"

I only wish that all of you would get involved in legislative issues at your local level - you can make a difference for children, but first, you have to believe it yourself!

Yours in PTA
Nancy B. Saucier
President

What Do Kids Really Want...?

What do kids really want most from their parents? A worldwide survey of almost 100,000 boys and girls has resulted in a list of 10 do's and don'ts every mother and father should take into consideration when dealing with your child.

As you read the following list, you'll be surprised at some of the conclusions. Let's take a look at the "Top Ten":

1 Treat all of your children with equal affection.
2 Stay close to your children-share your feelings.
3 Make their friends welcome in your home.
4 Don't quarrel in front of them.
5 Be thoughtful of each other.
6 Never lie to your children.
7 Always answer their questions.
8 Don't punish your children in the presence of others.
9 Be consistent in affection and moods.
10 Concentrate on good points, not failings.

Parents are only parents, not super beings. We all make mistakes, but by keeping the above list in mind we can better understand our children and make both their lives and ours more pleasurable.

From the New York PTA Newsletter

Your Dues Contribution to the National PTA Means...

- Leadership development and leadership opportunities for your state and local organizations through training sessions for officers and members
- Videos and publications to assist leaders in your local unit, such as *PTA Money Matters*, the *Leader's Guide series*, and the *Nuts & Bolts* series
- Child advocacy and legislative activities at state and national levels reported through *What's Happening in Washington*
- A support network for your local and state organizations' officers through hands-on training, articles in *PTA Today*, and the Local Unit Mailing
- Information and services provided through publications and programs available free or at reduced cost to members through the *National PTA Catalog*
- Support for programs conducted by your state organization, including Reflections, the cultural arts program available only to PTAs
- State and national conventions offering workshops and the latest information on topics of interest to you

Virginia PTA bulletin

BEST COPY AVAILABLE

Maine Children's Alliance Report

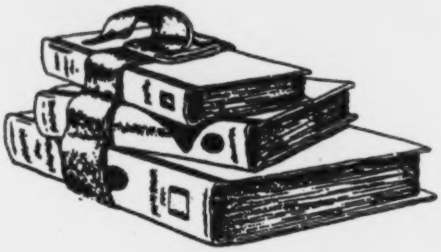
Maine Children's Alliance co-sponsored the *Maine Kids Count Data Book.* This is the document which gives factual information about Maine's children and community areas. The research preparation was done by the Edmund S. Muskie Institute and financially supported by the Annie E. Casey Foundation.

This alliance is a group of individuals and organizations who have joined together to reach out to the community to provide permanent, powerful and unified leadership for children's issues in Maine. More and more the importance of working together through our individual organizations and through this alliance will reinforce the actual need and influence decision makers about the plight of children in our state.

Each local unit president received through the mail, a copy of the *Kids Count Data Book* - please ask your president for the info. Your building principal and superintendent of schools also received the copy. You will want to see this document.

Kids Count will be revised yearly.

Georgia Carroll



New Resources on Family Involvement

The following brochures, adapted from the Education Department report *Strong Families, Strong Schools,* give tips for parents, schools, businesses, and communities on how they can participate in and support family involvement in learning. Call 1-800-USA-Learn to request copies of these materials.

Get Involved! How Parents and Families Can Help Their Children Do Better in School

Team up for Kids! How Schools Can Support Family Involvement in Education

Be Family-Friendly: It's Good Business! How Businesses Can Support Family Involvement in Education

Join Together for Kids! How Communities Can Support Family Involvement in Education

Taken from Community Update, *U.S. Department of Education, April 1995*

Suggestions for Raising Non-Violent Children

- Spend time with your children doing things you both enjoy.
- Don't be afraid to show affection and other expressions of love.
- Try not to stifle your child's anger. Try to understand the anger and help the child find more appropriate ways to express it.
- Help build your child's self-esteem by pointing out his or her strengths.
- Children are not perfect. Try not to expect perfection from them.
- Give children a sense of their own competency by letting them make their own choices whenever possible.
- Encourage openness and communication by being a good listener.
- Hear you child's concerns, not just their words.

From "About Juvenile Violence and Prevention" by Brian Richardson

Learning begins at home

Farents can set the stage for learning in everyday activities at home. Here's how:

- Set a good example by reading.
- Read to your children, even after they can read independently.
- Set aside a family reading time. Take turns reading aloud to each other.
- Take your children to the library regularly. Let them see you check out books for yourself, too.
- Build math and reasoning skills together. Have young children help sort laundry, measure ingredients for a recipe or keep track of rainfall for watering the lawn. Involve teens in research and planning for a family vacation or a household project, such as planting a garden or repainting a room.
- Regulate the amount and content of the television your family watches. Read the weekly TV listing together and plan shows to watch.
- Encourage discussions. Play family games. Show good sportsman ship.
- Ask specific questions about school. Show your children that school is important to you so that it will be important to them.
- Help your children, especially teens, manage time. Make a chart showing when chores need to be done and when assignments are due.
- Volunteer. Build a sense of community and caring by giving your time. Choose projects in which children and teens can take part, too.

From Your National PTA Leading the Way, A Leaders Guide to Parent and Family Involvement

PTA Draws Awareness to Inhalants

PTAs across the country are alerting parents, school officials and community leaders that inhalant abuse is on the rise among youth.

A study released by the University of Michigan in December shows a significant increase in the use of marijuana, cocaine, and inhalants among children. The [illegible]ent statistics coincide with changing attitudes among teens that the risk in using drugs is minimal.

"The increase of inhalant abuse is especially alarming," says Kathryn Whitfill, president of the National PTA. "There are nearly 1,400 chemicals which can be 'huffed' or 'sniffed' in almost every child's home."

Inhaling daily household products to produce a quick high has become increasingly common, particularly among younger children. Inhalant use tends to occur early, with peak initiation rates in grades six through nine. Children as young as 10 are experimenting with inhalants without realizing the immediate and long-term dangers.

Inhalants are often the first substance young people try because they are easy to get, inexpensive and difficult to detect," Whitfall adds. "Parents need to educate themselves on all substances so they can provide clear and consistent messages to their children about the dangers of inhalants and the fact that using them even once can be fatal."

The National PTA offers parents the following suggestions:

- Be a positive role model by practicing responsible behavior in relation to alcohol consumptions and use of over-the-counter and prescription medications.
- Talk to your child about substance abuse issues that concern you.
- Know you child's friends.
- Educate your child about inhalant abuse, and that the ramifications of experimenting may include death.
- Be clear on stating rules and limits.
- Order the National PTA brochure, "A Family With Drug-Free Children and Teens" [illegible] calling your state or local PTA.

National PTA's Annual Drug and Alcohol Awareness Week (March 6-10) is a reminder that substance abuse among children and youth requires our attention every single day of the year. Contact your local PTA for more information on how you can help children avoid alcohol and other drugs.

The National PTA and its nearly 7 million members work on behalf of children and families to help parents develop the skills they need to raise and protect their children. The PTA also encourages parent and community involvement in education and acts as a voice for families and children in school, the community and before governmental agencies.

National PTA News Release

Would you like...

A state board member to come to install your new officers?

We have a variety of installation ceremonies to make your installation of officers more meaningful.

Those who volunteer to serve as leaders of your local PTA could and should be brought on board with special recognition.

We have the materials to help you. Call the state PTA office and ask for more information.

The Maine PTA encourages local units to submit information for publication in the Quarterly MPTA Newsletter. If you have an event you want on the Calendar ; a noteworthy joke, cartoon, poem or quote; a book review; a great program idea; tips for parents or teachers; or anything else you would like to share with other PTA units, please send to Sally Gibson, MPTA Newsletter Editor, 20 Oxford St., Fryeburg, Maine 04037.

Watch for these signs that your teen needs help

All teens have good and bad days. But there are some behaviors that might be a sign your teen needs special help. Here are some things to watch out for:

Dramatic mood swings

Teens' emotions can be up one minute and down the next. But if your teen seems hostile and anger lasts for several days, it may be a signal that something is wrong.

Isolation

Teens want and need privacy. But if your teen avoids spending any time with you, stops seeing friends and stops doing things he once enjoyed, something more serious may be going on.

A change in friends

Teens enjoy making new friends. But if your teen starts spending time with kids who are known to use drugs or who are members of a gang--it is a warning sign.

A change in habits

Like all of us, teens have some days when they have changes in their eating or sleeping patterns. But if this continues for several days, watch closely and try to figure out what's going on.

Depressed mood

The teen years are tough. No one expects a teen to be happy all the time. If your teen has a bleak mood that lasts for more than four or five days, it may signal a greater problem.

Source: "What to Do If...A Guide for Parents of Teenagers," Dr. Thomas Barrett, 1990

Calendar

June

Public Feedback Forums

12 Presque Isle Regional Vocational Center
13 United Technologies Center, Bangor
14 Cony High School, Augusta
15 Portland Regional Technical Center
All meetings will be held from 7-9 pm

August

12 American Family Day
21 National Excercise for life week

September

Children's Eye Health and Safety Month
Library Card Sigh-up Month

8 International Literacy Day
12 National Grandparents Day
17 Citizenship Day
16 National School Bus Safety Week
24 National Cleaner Air Week

This Summer don't forget to:

Sign the kids up for your library's summer reading program, sell lemonaide or watermelon slices on a hot day, have a picnic in the back yard or a nearby park, pick berries, talk with parents who have children entering school, start a walking program for the whole family, keep in touch with your child's new teacher, and enjoy every day. Summer will be gone all too soon!

Maine Congress of Parents and Teachers, Inc.

President	Nancy Sancier
1st Vice President	Carol Jo Morse
2nd Vice President	Linda MacDonald
Secretary	Pip Marrotte
Treasurer	Ann London
Past President	Georgia Carroll

The Maine PTA Connection is the official publication of the Maine Congress of Parents and Teachers Inc., 16 Winthrop St., Augusta, ME 04330. Published four times per year, the annual subscription rate for MPTA members is $3.00 or 4/$10.00 ($6.00 for nonmembers).

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TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** A ELIMINATE INTERNAL BARRIERS

TASK: A-1 Instill Self-Esteem and Empowerment

II. INTRODUCTION:

A person's level of self-esteem affects everything she or he thinks, says, or does. It affects how she or he sees the world and her or his place in it, and how others see and treat them. Self-esteem affects the choices people make about what they do with their lives and with whom they are involved. It affects their ability to take actions to change things that need to be changed. Therefore, knowledge of one's self-esteem is extremely important when making career decisions.

Your self-esteem serves as a model for your children. If your self-esteem is high, it provides a positive model for your children. If your self-esteem is low, your children will experience low self-esteem. Understanding and projecting your own positive self-esteem enables your children to improve their self-esteem.

Parents recognize the fact that growing up is a lifelong process as is the development of one's self-esteem. Throughout life, everyone experiences different levels of self-esteem on any given day. However, as parents, we must instill the value for and the need for a positive self-esteem and the recognition that development of self-esteem is a lifelong endeavor. This can only be achieved through continual parental involvement in the development of a child's success.

Empowerment results when a child has developed a positive self-esteem.

III. PERFORMANCE OBJECTIVES:

Families/parents will help children to:

Develop responsibility and accountability.
Make responsible choices and decisions.
Accept consequences for decisions and choices.
Develop assertiveness.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Assign age-appropriate responsibility to child.
Respect decisions made by child.
Explain potential consequences and then allow child to make choice.
Provide positive reinforcement.
Teach and encourage appropriate assertiveness techniques.
Maintain communication with schools and/or outside groups child is involved with.
Encourage goal setting.
Conduct role-playing activities.
Encourage other parents to take classes and/or courses to acquire parenting skills.
Teach child the difference between right and wrong.
Establish a foundation for child to develop her/his own moral values.

V. EVALUATIONS:

Children will be able to:

Receive and rank cards that reflect their ability and potential.
Display positive communication skills with others.
Display appropriate assertiveness techniques.
Receive feedback from peers and other adults.
Set and accomplish goals.

VI. RESOURCES:

See "Building Children's Self-Esteem," attached.

PTA PARENTING GUIDE:
Programs & Resources

Building Children's Self-Esteem

Objectives

- To show parents how to build their children's self-esteem
- To suggest ways to improve communication in order to be more successful in building preteens' and teens' self-esteem
- To show the importance of self-esteem in resisting peer pressure and developing good health habits

The facts

• Self-esteem affects grades. A child with a high IQ but low self-esteem may do poorly in school, while a child with average intelligence but high self-esteem may excel. (1)

• A negative body image, which is common in adolescence, is related to low self-esteem. This can cause depression, chronic dieting, compulsive exercise and eating disorders. People who are concerned only about their bodies ignore their mental, emotional and social development. (2)

Adolescents feel more socially, physically and intellectually inept than any other age group. When adolescents feel unimportant, they have difficulty making decisions and plans. (1) (3)

• Preteens and teens with low self-esteem feel powerless. They are more vulnerable to peer pressure and may not have the strength to say "no" when peers ask them to drink, take drugs or engage in sex.

• Students encounter the equivalent of 60 days each year of reprimanding, nagging and punishment. During 12 years of schooling a student is subjected to 15,000 negative statements, three times the amount of positive statements received. (4)

• A nationwide survey "found that on average 69 percent of elementary school boys and 60 percent of elementary school girls reported that they were 'happy the way I am'; among high school students the percentages were 46 percent for boys and only 29 percent for girls." (5)

• Self-esteem is closely tied to family and environment. When children feel *listened to, taken seriously and genuinely cared for,* their self-esteem is high. With love and support, anyone can feel valued and special. (3)

Self-esteem is a personal assessment of worthiness. People with high self-esteem are not overly retiring or aggressive. They are more likely to be creative, because being creative involves taking risks. They are proud of their accomplishments, able to assume responsibility, tolerant of frustrations, enthusiastic about new challenges and able to show a broad range of emotions. (1)

Meeting ideas

Consult "Plan Your Parenting Meetings Carefully" and "Choose Meeting Activities" in the leader's guide for background information. Also consult other meeting cards because they are all related to self-esteem.

Energizers

Start your meeting with an energizer to get your audience interested.

Family quiz (20 minutes)

Goal: **To make the participants aware of the ways their families build self-esteem and to suggest new ways to build it.**

Tools: **Type the following quiz.* Copy it and the handout "Helping Children Like Themselves." Supply pens or pencils.**

Rating scale

Almost never	Sometimes	Half the time	Usually	Almost always
1	2	3	4	5

In our family:

__ 1. We listen to each other's thoughts and ideas.
__ 2. We respect each other's different ideas.
__ 3. We try to be considerate of each other's feelings.
__ 4. We try to understand what each person is feeling.
__ 5. When decisions need to be made, we can freely express our opinions.
__ 6. We support each other's efforts to learn new things.
__ 7. We support each other's efforts to accomplish what is important to each of us.
__ 8. We recognize each other's strengths, accomplishments and contributions to the family.
__ 9. We express appreciation to each other for the good things that happen.
__10. We send messages to each other that make us all feel good.
_____Total

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Method: **Pass out the quiz. Instruct the participants to choose the number from the rating scale that applies to their family for each statement. After they have taken the quiz, tell them to add up the total for the 10 statements and to put the total on the bottom line. Tell them: "Each statement describes a way to build self-esteem in your family. Check your score. If it's between 35 and 50, you're doing fine. Keep it up! If it's between 20 and 35, you need to work on some specific areas of building self-esteem. If it's between five and 20, you have some serious blocks to building self-esteem and need to consider using the statement ideas to build self-esteem in your family." Discuss each statement. Pass out "Helping Children Like Themselves." Brainstorm ways that each action could be implemented in the family.** ***Go on to the core meeting activity.***

Brainstorm (20 minutes)

Goal: **To help parents identify words or phrases that are helpful or harmful in building self-esteem.**

Tools: **Flipchart and marker or chalkboard and chalk, copies of the handout "Helping Children Like Themselves."**

Method**: Distribute the handout to the audience. Explain the concept of self-esteem as you learned it from "The Facts" on**

(Continued on page 2)

this card or material from "Resources." Together brainstorm words or phrases that would be helpful for self-esteem and those that would be detrimental. Some phrases they might suggest that *build* self-esteem are:

—Thanks for helping me.

—I feel frustrated/sad/angry to see you do that.

—I would prefer for you to ... because ...

Some phrases they might suggest that *hurt* self-esteem:

—Why do you always do that?

—Why are you so stupid/slow?

—How many times have I told you ...?

Write down all suggestions. When the parents have thought of all that they can, discuss each suggestion. Say *why* the phrase is positive or negative. *Go on to a core meeting activity.*

Core meeting activities

Film (1 hour)

Goals: To show parents how their actions affect the self-esteem of their children.

Tools: Order *Mirrors: A Film about Self-Esteem,* with accompanying brochure, *Mirrors: Leading Children to Self-Esteem,* and planning guide. The film stresses the important role parents play in developing their children's self-esteem. Parents act as a mirror in which children see their own strengths, weaknesses and potential. Sometimes things even the best parents say can distort the image children have of themselves. But if parents believe in their kids and show it, kids will find it easier to believe in themselves; they'll like what they see in the mirror.

Method: Preview the film so that you know it is appropriate for your audience. Prepare a list of discussion questions. Briefly tell your audience about the film and say that you will discuss it afterward. Show the film and ask the audience to comment. Encourage discussion with questions referring to events, ideas and values expressed in the film, such as "What were your feelings about ...?" "What's your reaction to ...?" Thank them for their participation.

Panel (45 minutes)

Goal: To show parents how important self-esteem is in all parts of their children's lives.

Tools: Copy the handout "Helping Children Like Themselves" and/or get the brochure *Mirrors: Leading Children to Self-Esteem,* which comes with the film *Mirrors* (see above) or which can be ordered separately (see the "National PTA Brochures Order Form," in this kit).

Method: Invite several experts on self-esteem—an adolescent psychologist, a drug counselor and/or a teacher. Give all of them "Helping Children Like Themselves," and ask them to prepare a 10 to 15 minute talk. • The psychologist could talk about self-esteem for adolescents in general. • The drug counselor could talk about the likelihood of low self-esteem increasing drug abuse. • The teacher could talk about how poor self-esteem lowers grades and attention span. At the meeting, introduce the speakers and the topic. Allow each speaker the allotted time. Move on to the next speaker. When all the speakers are through, ask for questions. Pass out "Helping Children Like Themselves." Suggest, with the help of the panel, ways that parents can improve their children's self-esteem. Ask for further suggestions from the audience. Thank the speakers for their help.

Role playing (1 hour)

Goal: To give parents practice in helping their children to like themselves.

Tools: Develop two handouts. Copy the handout "Helping Children Like Themselves" for one. Choose and type four of the following scenarios for the other:

- Your child picks only drab clothes to wear.
- Your child is the class bully.
- Your daughter, formerly a good student, no longer studies.
- Your child is gaining weight.
- Your daughter constantly diets.
- Your son has been arrested for possessing marijuana.
- Your child has been arrested for driving drunk.

Method: Distribute the handout "Helping Your Children Like Themselves" to all meeting participants. Review the contents with the group and briefly discuss each tip. Ask the parents for comments and any tips they would like to add. Next, divide the audience into groups of five. Distribute the second handout. Tell the participants that the purpose of this activity is to practice ways to reduce stress in teens. Ask the groups to discuss and act out the first scenario on their sheet. Allow five to 10 minutes for role playing. Ask the groups to report on their solutions. Allow for discussion of ideas. Follow the same procedure for the next three scenarios. After the group discussion of these scenarios, ask the participants: "What did you learn?" "Do you have anything more to add to the handout?" Summarize the discussion and thank the participants for their efforts.

References

1—*Our Children's Self-Esteem, Family Life Educator Selected Articles,* vol. 1–3, 1985, ETR Associates, Santa Cruz, CA.

2—"Teaching about Body Image: A Technique for Improving Body Satisfaction, by Leslie McBride, *Journal of School Health,* 56, February 1986, pp. 76–77.

3—*Life Planning Education: A Youth Development Program,* Advocates for Youth, March 1985, Washington, DC.

4—*New York Times,* August 23, 1988.

5—*How Schools Shortchange Girls,* The AAUW Report, joint publication of the American Association of University Women Educational Foundation and National Education Associates, 1992, p. 12.

Resources

For the leader:

- *Our Children's Self-Esteem: Thoughts for Parents and Teachers,* from ETR Associates, is a pamphlet that describes self-esteem and tips for helping children achieve it. ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830; (408) 438-4060, (800) 321-4407.
- National PTA and Keebler Company have developed an award-winning film for PTA meetings, *Mirrors: A Film about Self-Esteem,* available on a free-loan basis. Modern Talking Pictures, 5000 Park St., St. Petersburg, FL 33709-9989; (800) 237-4599. Specify VHS or 16mm. Comes with a guide to plan meetings and 40 copies of a brochure for parents.

For the parent:

- *Raising a Child Conservatively in a Sexually Permissive World* by Sol and Judith Gordon. A good reference book for parents. Explains some of the pressures a preteen/teen faces and describes strategies for helping children improve their self-esteem. Fireside Books/Simon & Schuster, 1230 Avenue of the Americas, New York, NY 10020; (212) 698-7000.

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Pink Tab
6/94

Helping Children Like Themselves

- **Be a good role model.** Let your children know that you feel good about yourself. Be human with your children. If they see that you, too, can make mistakes and improve yourself because of them, they will be able to accept their own mistakes and use them as learning experiences.

- **Clearly define and enforce limits and rules.**

- **Show respect and allow for individual action** on the part of your preteens and teens within these given limits.

- **Reward teens** when you can. Give praise, recognition, a special privilege or increased responsibility and freedom for a job well done.

- **Accept your children as they are.** Don't expect them to fit into your mold for them.

- **Take their ideas and emotions seriously.** Your children think their problems are as real as you think yours are. Don't belittle them by saying, "You'll grow out of it" or "It's not as bad as you think it is."

- **Make a wide range of activities available** for your children so that they can find the talent or activity that they enjoy and do well. This talent can help compensate them when they feel inadequate in other areas during adolescence.

- **Encourage activities** that make your children feel good. These might include photography, handicrafts, working in the garden. At times they need to do something not as obviously productive as the above activities to make themselves feel better. Allow them time for activities such as skipping stones, playing games, talking on the phone, making paper airplanes, reading sports magazines, watching people.

- **Teach your preteens and teens how to deal with money.** Help them budget the money they have now so that they can budget larger quantities when they're in college or working. Teach them to spend an allowance wisely, balance a bank account, fill out tax forms and take care of the odds and ends of budgeting.

- **Have reasonable expectations** for your children. Give them goals they can accomplish. Success breeds success!

- **Concentrate on improvement,** not perfection. Give encouragement with each step.

- **Help your children develop tolerance** toward those with different values, backgrounds, norms, etc. Help them appreciate other peoples' *strengths.*

- **Give your children the responsibility** of helping someone else. They will feel more useful and more valued.

- **Be available.** Give support on a task when they ask for it. Make sure they know that you will help if they want you to help.

- **Let them know that you value and care about them.**

- **Show them that what they do is important to you.** Talk about their activities with them. Go to their games, parents' day at school, drama presentations, awards ceremonies.

- **Remind them of the special things they have done.** It is more important that they be reminded of the good things than of the bad.

- **Tell your children they're terrific and that you love them.** Sometimes, especially during adolescence, they don't hear that from anyone else.

References

- *Self-Discovery: Developing Skills,* Gilda Gussin and Ann Buxbaum, 1984, ETR Associates, Santa Cruz, CA.

- *Life Planning Education: A Youth Development Program,* March 1985, Advocates for Youth, Washington, DC.

- *Our Children's Self-Esteem, Family Life Educator Selected Articles,* vol. 1–3, 1985, ETR Associates, Santa Cruz, CA.

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Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** A ELIMINATE INTERNAL BARRIERS

TASK: A-5 Eliminate Internal Sex-role Stereotyping

II. INTRODUCTION:

Through experiences people develop certain beliefs that they hold to be true about different groups of people. The belief system that each individual holds about the roles of men and women are influenced by families and/or parents and what children see in the home. Furthermore, parental interpretation of what children experience outside the home is essential to a balanced perspective of gender roles.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Create a home environment that allows a child to be unrestricted by gender roles.
Identify and understand their own gender biases.
Understand how stereotypes and gender roles effect childrens growth potential and limit opportunities. Create a home environment that encourages children to be who they are, without regard to gender stereotypes.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Create ongoing two-way communication about sexual stereotyping and gender roles inside and outside the home.
Identify and access material and resources including books, videos, TV programs, discussion materials, etc. that promote awareness of gender roles.
Support non-traditional activities.
Discuss gender equity with other parents, schools, and parent teacher groups.
Role model different gender roles in the home.

V. EVALUATIONS:

Children will be able to:

Become well adjusted with no gender bias.
Experience openness within the family.
Use gender positive materials.

VI. RESOURCES:

Extension Service
National PTA
Schools
Libraries
Curriculum Resource Center of Maine
National PTA Position Statements (see attached) on:
Mass Media
Television Viewing
Television
TV Program Quality
Unrated Videos

VII. SPECIAL NOTES:

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POSITION STATEMENT

(Revised and reaffirmed 1981, 1989 and 1994)

MASS MEDIA (1970)

The National PTA believes in the right of free speech by individuals and the need to uphold freedom of the press. It respects the right of every person and every group to judge publications and productions and to choose their own intellectual and entertainment fare. It upholds and encourages the right of individuals to express their opinions to publishers, producers, advertisers and distributors, a right of expression protected by the Constitution of the United States. The PTA holds that no group has the right to use coercive actions to suppress material that it finds objectionable.

Through various publications, the National PTA seeks to bring parents, students, educators and communities information on which they can make informed judgements about the effects of the mass media on the development of children and youth and encourage further research on the effects of the mass media.

Parents are urged to view with children and youth the television programs, video productions and concerts watched. Parents should be aware of films viewed and print materials selected. Parents should also be aware of the contents of musical lyrics and the pictorial portrayal of such lyrics. Parents are encouraged to help children and youth become informed, discriminating and selective in their choices.

Schools and communities should assist parental efforts that enable children and youth to learn to view critically mass media. Communities should encourage media choices that depict socially acceptable, pro-social and non-violent behavior.

Recognizing that there are differences in community standards and laws governing the distribution and sale of pornographic and obscene materials and productions, the PTA believes that existing laws at the local, state, and federal levels must be vigorously enforced to combat the distribution and sale of pornographic and obscene materials and productions.

The PTA believes the broadcast media and the Federal Communications Commission have a responsibility to monitor and improve the quality of programs and productions including the quality and quantity of children's commercials with special attention given to the hours when

MASS MEDIA (Cont.)

many children and youth are viewing or listening. To assist the media, parents are urged to communicate with those who prepare, sponsor, and broadcast mass media, to commend good programs and productions, and to explain our objections to those that are inferior and offensive. The National PTA commends any attempts by the Federal Communications Commission to eliminate the broadcasting of violent, anti-social, licentious programming.

The National PTA is committed to the development and utilization of mass media which will improve the quality of life in America by serving as a positive resource in the education and development of America's children and youth.

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RESOLUTION

(Adopted by the 1982 convention delegates)

TELEVISION VIEWING SKILLS DEVELOPMENT

WHEREAS, Television has become one of the most pervasive and persuasive influences of our time; and

WHEREAS, With the advent of new electronic technology, such as cable, satellite, and computers, program options of the viewer are increasing tremendously; and

WHEREAS, Studies have found there is a negative correlation between children's excessive television viewing nd their test scores; and

WHEREAS, Viewing skills can be the vehicle for examining other subjects, while teaching students to be discerning, knowledgeable viewers of all video information; therefore be it

Resolved, That PTA be urged to develop among their members an understanding and awareness of television viewing skills; and be it further

Resolved, That schools and school districts be encouraged to incorporate the development of viewing skills as a familiar and motivating tool to improve learning in appropriate sections of the current curriculum and/or provide a viewing skills unit or course; and be it further

Resolved, That parents and teachers assist children in limiting the amount of television watched and in being selective about the television programs they do watch.

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RESOLUTION

(Adopted by the 1985 convention delegates)

AMERICAN ACADEMY OF PEDIATRICS POLICY STATEMENT ON CHILDREN, ADOLESCENTS AND TELEVISION

WHEREAS, The negative effect of television on our children is a prime concern of the National PTA; and

WHEREAS, The American Academy of Pediatrics, in September of 1984, released a policy statement on the effect of television on children and adolescents; and

WHEREAS, This policy statement indicates that television programming can adversely affect learning and behavior of children and adolescents in significant social, emotional, and ethical areas; and

WHEREAS, This policy statement further indicates that television is a powerful tool which can promote learning, create aspirations, and induce pro-social behavior; therefore be it

Resolved, That the National PTA inform local units and councils about the American Academy of Pediatrics Policy Statement on Children, Adolescents and Television; and be it further

Resolved, That the National PTA encourage local units and councils to contact and work jointly with their local pediatricians in an effort to promote television awareness in their communities.

American Academy of Pediatrics Policy Statement

CHILDREN, ADOLESCENTS, AND TELEVISION

Next to the family, television may be the most important source of information for children and a principal factor influencing their development. Children 2 to 12 years old in the United States watch approximately 25 hours of television per week. On an annual basis, children spend more time in front of their television sets than they spend in school.

Television is a powerful tool that can promote learning, create aspirations, and induce prosocial behavior. When it deals with medical topics, television contains many messages that promote health or prevent illness. However, television advertising and programming can adversely affect learning and behavior of children and adolescents in a number of significant areas:

1. Repeated exposure to televised violence promotes a proclivity to violence.

AAP POLICY STATEMENT ON CHILDREN, ADOLESCENTS, AND TELEVISION (Cont.)

2. Television viewing increases consumption of high caloric density snacks, and increases the prevalence of obesity.

3. Although the evidence that television may have a deleterious effect on school performance may be confounded by other factors, learning from television is passive rather than active, and detracts from time spent reading or using active learning skills.

4. Television conveys unrealistic messages regarding drugs, alcohol, and tobacco, and indirectly encourages their use.

5. The portrayal of sex roles and sexuality on television is unrealistic and misleading: sexual relationships develop rapidly, the risk of pregnancy is rarely considered, adolescence is portrayed as a constant state of sexual crisis. These characteristics may contribute directly or indirectly to the risk of adolescent pregnancy and clearly alter age-dependent experiential learning with respect to sexuality. Pornography on cable television is a particularly important concern.

6. Television promotes ethnic and racial stereotypes and does little to promote a sympathetic understanding of handicapped people.

7. Television conveys an unrealistic view of problem solving or conflict resolution.

To address these concerns, we recommend that the AAP:

1. Educate pediatricians with respect to the consequences of television viewing. Approaches should include the development of specific materials and curricula for teaching medical students, pediatric house staff, participating pediatricians, and others who deal directly with the health of children and adolescents.

2. Provide materials and an approach to counseling children, adolescents and their families regarding the effects of television and methods suitable for altering viewing habits. Although an AAP pamphlet already exists for this purpose, additional materials regarding school and sexuality would be useful. Specific recommendations for counseling should be developed.

3. Encourage legislature activity to increase quality programming and reduce advertising directed at children.

4. Establish liaisons with networks, producers, writers, and other professional organizations to improve the quality of programming and advertising, and to act as a resource for these groups.

5. Provide an ongoing review of new technologies that enable families to alter or control their children's television viewing habits.

6. Encourage involvement by local and chapter groups to interact with network affiliates, independent television stations, and cable companies to improve local programming and advertising directed at children.

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RESOLUTION

(Reaffirmed 1989 and 1994)

IMPROVEMENT OF THE QUALITY OF TV PROGRAMS FOR CHILDREN (1968)

WHEREAS, The networks are not producing enough children's programs, since the promises made each year to provide more programs for children are not really kept, and the number of such programs now left on the air is rapidly diminishing; and

WHEREAS, The networks are not producing good enough children's programs, since the few that remain have deteriorated to such a point that most of them are no longer acceptable; and

WHEREAS, Children's shows are filled with violence and horror, though research on the subject makes it reasonable to believe that such scenes may produce in children either emotional instability or indifference to human suffering or both; and

WHEREAS, The children's shows depict feats of heroism by children that may lead young viewers to undertake dangerous enterprises for which they have neither the understanding nor the physical strength; and

WHEREAS, Films dealing with strictly adult themes, such as sex or homosexuality, are frequently shown at hours when children are free to view them; and

WHEREAS, The National Congress of Parents and Teachers fully recognizes the responsibility parents have to control their children's viewing; it also recognizes that it is difficult to monitor programs in advance, and for many parents it may be unrealistic to control children's viewing by the much touted procedure of "turning off the set"; therefore be it

Resolved, That the National Congress of Parents and Teachers make known its concern about the poor state of children's programs; that it call on the networks to cease distributing unwholesome cartoon films for children; that it urge broadcasters to refrain from showing adult films during the daytime hours when children are at home and during the early evening;

IMPROVEMENT OF THE QUALITY OF TV PROGRAMS FOR CHILDREN (Cont.)

that it urge viewers to contact both local stations and sponsors and make known their discontent with the poor quality of TV programs; and be it further

Resolved, That the National Congress of Parents and Teachers urge the television industry speedily to provide grants and fellowships to encourage the development of wholesome and artistically excellent programs for children.

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RESOLUTION

(Reaffirmed 1994)

AWARENESS OF THE AVAILABILITY OF UNRATED VIDEOS (1989)

WHEREAS, Video stores sell or rent films that carry no rating; and

WHEREAS, Unrated movies, in which producers take made-for-screen movies and put back in objectionable scenes before they are released for video, are available on open shelves; and

WHEREAS, The number of horror films is increasing because they are popular, less expensive to make and are often released to video outlets rather than to movie houses and therefore are not rated; and

WHEREAS, Watching of violent films has been linked to violent crimes committed by young people; therefore be it

Resolved, That the National PTA and its units, councils districts/regions and states embark upon a campaign to inform its members and the public of the availability of unrated videos which may have possible negative effects on our children and youth.

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-7 Use Gender Positive Language

II. INTRODUCTION:

Creating an atmosphere of equal opportunity requires language which is inclusive rather than exclusive. Gender-Neutral Language is not Gender-Positive Language—say what you mean—his, her, men, women, etc. If you use Gender-Neutral Language (their, them, etc), the individual is left to form her/his own image, which traditionally has been stereotypical.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Create a wider-based, personality identity.
Use gender-positive, inclusive language.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Select gender-positive reading material.
Monitor television programs.
Monitor all written materials.
Discuss effects of media (advertising) on gender.
Be willing to discuss societal effects of gender positive issues.
Attend parenting classes.
Be aware of schools and/or outside groups' policies and procedures regarding gender issues.
Encourage nurturing attitudes.

V. EVALUATIONS:

Children will be able to:

Use gender positive language.
Possess global, diversified outlooks, actions, and attitudes.

VI. RESOURCES:

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-9 Provide Parenting Education

II. INTRODUCTION:

Because parenting is such a large issue, parents and/or families need to become involved in local parent groups through schools and/or other organizations.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Participate in on-going parenting classes available in community.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Conduct parenting classes in community.

V. EVALUATIONS:

Families/parents will be able to:

Ensure that parenting classes are offered in community.

VI. RESOURCES:

Contact local and/or national parent/teacher association.
PTA Parenting Guide (see attached).
Refer to resources in C-12 Parent Audience.
Strong Families, Strong Schools—Building Community Parnerships for Learning. Washington, DC: DOE, 1994.

PTA PARENTING GUIDE:
Programs & Resources

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Teen Stress: What You Can Do
Talking to Preteens and Teens about Sex
    Handout—*Sex and Sexuality: A Quiz*
Helping Children Accept People's Differences
    Handout—*Helping Children Accept People's Differences*
HIV Infection & AIDS: What You Should Know
    Handout—*HIV/AIDS: What Parents Should Know*
    Handout—*Teens and HIV/AIDS: Play It Safe or Don't Play at All!*

IV. **Learn to Make Good Decisions—Purple Tab**
Helping Children Make Good Decisions
Helping Children Be Good Friends
Helping Children Develop Responsibility
Helping Children Develop Refusal Skills
Helping Children Solve Conflicts
    Handouts—*Conflict Resolution: Tips for Parents* and *Resources*
    Handout—*Talking Skills/Listening Skills*

V. **Say No to Drugs, Alcohol and Smoking—Blue Tab**
Drugs: Get the Facts and Start Talking
Alcohol: The #1 Drug of Abuse
Say No to Smoking
    Handout—*Smoking, Alcohol and Drugs Quiz*
    Handout—*Clearing the Air on Inhalant Abuse*

VI. **Choose Positive Career and Life Goals—Green Tab**
Talking about the Future
Helping Children Choose a Career
Should All Children Go to College?

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Parent Guide 6/94

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Leader's Guide

* Complete Guide included with kit with all parent ed. activities well defined for parent classes

Parenting: What Your PTA Can Do

Your PTA can help parents and other concerned adults, including grandparents and members of extended families, prepare themselves for the challenges of raising children. There's never a guarantee, but parents who are prepared often help children make happy and successful transitions to adulthood.

Parenting today—new families, new challenges

Throughout this guide, we use the terms "parents" and "parenting." The National PTA recognizes that, increasingly, grandparents, older siblings, aunts, uncles, stepparents, guardians and others may carry the primary responsibility for a child's education, development and well-being. All references to "parents" and "parenting" include all the adults who play an important role in a child's family life. We also make use of the term "parent/family," recognizing that a family today often includes a wider spectrum of people than it did in the recent past, including:

- **Traditional families**. Many people grew up in a household with two parents and probably two or more children of different sexes, where the father worked and the mother stayed home. Today this represents only one of every 14 families. (1)

- **Two-career families**. Most families today have two people working outside of the home. Sixty-nine percent of mothers with school-age children work outside of the home.

- **Single-parent families**. Nearly half of all children will live at least part of their childhood in a single-parent home. Seventy-five percent to 80 percent of children who live in single-parent families are there because of parental divorce. Another 10 percent to 15 percent live in a single-parent family because of the death of a parent. The rest live with a mother who never married. (1)

- **Extended families**. Most middle-aged couples today have one or more parents who live to be 80 or 90 years old. These couples, with children of their own, spend time caring for their parents as well as their children, and all three generations develop close bonds. In addition, an increasing number of grown children continue to live with their parents: More than two-thirds of young adults aged 18–24 still live at home. These older siblings may play an important role in raising younger children. (1)

- **Grandparents raising children**. According to the 1990 census, more than 3 million children live with their grandmothers, an increase of 40 percent since 1980. In one-third of these homes, neither parent is present. (1)

- **Stepfamilies.** Many single parents eventually marry and 80 percent of divorced people remarry. (1) According to the Stepfamily Association of America, one of every five children is part of a stepfamily.

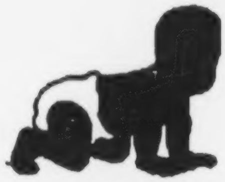
It's never been easy to be a parent, but given the issues facing today's families, it's just possible that it's never been tougher. Parents need all the help they can get!

1—*1990 Current Population Survey*, U.S. Census Bureau.

What your PTA can do

PTA Parenting Guide: Programs & Resources is a kit designed to help you and your PTA hold a meeting or series of meetings on parenting topics. The varied materials in the kit, which include meeting cards and handouts, focus on children's development from early childhood up to the preteen and teen years. New meeting cards will be added regularly. The program's goal is to support all parents as they strive to fulfill their role in helping children grow in a positive way toward adulthood.

How to use this kit



First, read the materials in this binder:

- ***Parenting: What Your PTA Can Do*** is the leader's guide you are now reading. This guide contains a description of how to plan meetings, how to get an audience and how to be a good meeting leader.

- **Meeting cards** focus on topics of interest to parents. Each card gives facts about that topic, ideas for carrying out the meeting, and resources and meeting "energizers" to get the meeting going. What topics do the cards cover? To find out, see the table of contents.

PTA PARENTING GUIDE:
Programs & Resources

Helping Children Develop Responsibility

Objective

- To help parents learn ways to help their children develop into responsible adults

The facts

• Adolescents have the highest proportion of seat belt nonuse (83 percent) of any age group involved in fatal motor vehicle crashes. (1)

• Each year more than 1 million adolescent girls become pregnant; an estimated 87 percent of those pregnancies are unintended. (1)

• In 1991, motor vehicle crashes killed 6,730 youth between the ages of 15 and 20. Two of the most common contributors to fatalities in crashes are drinking and the nonuse of safety belts. Despite drinking laws prohibiting alcohol use before age 21, 30 percent of the drivers in the 15–20 age group involved in fatal crashes had used alcohol. (1)

Taking responsibility for a mistake or wrongdoing can be hard, especially when teens haven't had practice developing responsibility through their childhood. Without practice in making decisions, acting independently and accepting the consequences of mistakes and misbehaviors, children cannot develop into responsible adults.

Parents can help their children develop into responsible adults by giving them responsibilities appropriate to their age and abilities. They can set household rules and they can let children know what consequences will result if rules are broken. Discipline for breaking the rules or other unacceptable behavior should be related to the misbehavior, take place directly after the misbehavior and be explained to the children. To help children further, parents should foster their children's self-esteem, teach decision-making skills, set a good example and reward good behaviors.

Meeting ideas

For background information consult "Plan Your Parenting Meetings Carefully" and "Choose Meeting Activities" in the leader's guide.

Energizers

Make a list (15 minutes)

Goal: **To get parents thinking about ways to help their children be more responsible.**

Tools: **An easel and markers or chalkboard and chalk.**

Method: **Ask meeting participants to answer this question: "How can we help children learn to be responsible?" Remind participants that this is a brainstorming session. Participants should just call out their ideas without worrying about how good they are. Write down each idea. After the flow of ideas slows down, ask participants to comment on the list contents. Your list might begin to look something like this:**

- **Give them responsibilities**
- **Reward responsible behavior**
- **Ask them to participate in household chores**
- **Help them learn to make good decisions**
- **Respect their feelings**
- **Set a good example**

Ask questions such as "What kinds of responsibilities can children be given?" "What kinds of rewards can children be given for responsible behavior?" "How will respecting children's feelings help them become responsible?" After a brief discussion of this list, ask the participants to make a new list. This time they should answer this question: "How do parents discourage children from becoming responsible?" Make the new list and discuss it briefly. ***Move on to your core meeting activity.***

Kids make decisions (10 minutes)

Goal: **To show parents how often children have to make important decisions and the responsibility this places on children.**

Tools: **An easel and marker or chalkboard and chalk, stopwatch, apples, pens or pencils, and paper.**

Method: **Break participants into two groups. Tell the groups that they have three minutes in which to make a list of the kinds of decisions that children may have to make in their daily lives. Members of the group with the longest list each get an apple. Give the groups paper and pens. Ask them to choose a recorder. Use a stopwatch and give the groups a start signal. When the three minutes are up, give the stop signal. Ask each group recorder to read the group's ideas, which you record on the easel or blackboard. Now, ask all participants to comment on the ideas given. There may be ideas such as whether to take drugs, cross the street, steal from the mall, go to a movie your parents don't want you to see or play where your parents don't want you to play. Briefly discuss the fact that some of the decisions are very serious and may have great consequences. Suggest that children need a chance to develop responsibility by practicing making decisions and accepting the consequences of their actions. Count up each group's ideas, and give the winning group their apples.** ***Go on to your core meeting activity.***

Core meeting activity

Brainstorm (60–75 minutes)

Goal: To give parents practice in planning ways to help their children develop responsibility.

Tools: Develop two handouts. Use the "Tips for Parents" section of this card for one. Choose three of the four scenarios described on this card to create the second handout.

Method: Distribute the "Tips for Parents" handout to all meeting participants. Review the tip sheet's contents with the group and briefly discuss each tip. Ask the parents for comments or questions. Then ask the group to break into small discussion groups of three to five people and distribute the second handout. Tell participants that the purpose of this activity is to brainstorm ways to help preteens and teens develop greater responsibility. Ask the groups to discuss the first scenario on their handout sheet. Allow five to ten minutes for discussion. Then ask the groups to report on their solutions, and allow for discussion of the group ideas. Once reports have been made and discussion is over, ask the groups to move on to discuss the second scenario. Repeat the procedure until all scenarios have been discussed, then bring the groups back together. Ask participants the following questions: What did you discover in the brainstorms? Do you have any suggestions to add to the "Tips for Parents" handout? Do you have any scenarios you'd like the group to brainstorm? Are there any questions or comments? Summarize the discussion and encourage parents to use what they've learned.

Here are the scenarios:

- Jill, 9, frequently forgets to clean up her playthings. Her parents have given her repeated warnings and even taken away her dessert after dinner. But she still hasn't learned to put her things away. What can her parents do?
- Madeline, 14, would like to buy her own clothes, but her mother, Maria, is afraid she won't be practical in her purchases and may buy clothes that Maria wouldn't approve of. What could Maria do?
- Previn, 12, earns money cutting grass. Usually he spends the money almost immediately and often feels he has nothing to show for it afterward. How can Previn's parents help him make more satisfactory use of his money?
- Jody, 18, has just finished her first semester away at college. Her parents have been providing her money for books and personal expenses, but Jody has been spending much more money than her parents can afford to give and more than they feel she needs. What can Jody's parents do?

Tips for parents: Help your child become a responsible adult

- **Start early.** Even toddlers can put away their toys if helped by parents.
- **Set household rules.** They help children develop responsibility. For instance, very young children can put their clothes in the hamper and older children can wash their clothes.
- **Enforce rules with established consequences.** For instance, clothing not placed in the hamper might not be washed.
- **Set rules that are important to the quality of your family life.** Don't set too many rules; they may become impossible for children to remember and for you to enforce. Explain the reason for rules and follow them yourself. Develop rules appropriate to the ages of your children.
- **Help your children meet their responsibilities.** If youngsters have trouble getting up in the morning for school, buy them an alarm clock. Show children how to keep lists, make a calendar or use reminder notes.
- **Give your children guidelines to help them meet certain responsibilities.** For instance, if you give your children an allowance from which they are expected to take daily expenses such as lunch, let them know how you expect them to spend the money. Also, let them know the penalties for misspending money.
- **Reward your children's efforts to act responsibly.** A reward can be a simple "Thank you!" or a special treat.
- **Show your children how much you care about them.** Give them support even when they fail. Let them know that even though you may disapprove of their behavior you still love them.
- **Show your children that you are confident in their abilities.** Consider allowing your children to choose their own household responsibilities or rotating responsibilities among family members. Doing so will help in developing a cooperative spirit among parents and children.
- **Start a family council.** Family councils give children practice in making decisions, understanding family rules and developing cooperation and responsibility. Family councils can make decisions such as where to go on a family vacation. To start a family council, pick a regular meeting time and place where all family members can come together. The council should be devoted to positive efforts to solve family problems and make rules and decisions. Name-calling and scolding should not be allowed. Although complaints can be aired in a family council, efforts should be made by all members to prevent council meetings from becoming gripe sessions. Determine how decisions will be made in the family council. Expect all members to abide by decisions. If strong feelings are making the solution to a problem impossible, delay discussion until the next meeting.
- **If you find your children cannot live up to a responsibility,** think about whether they are too young to do what is expected or consider ways to assist them.

Reference

1—"Measuring the Health Behavior of Adolescents: The Youth Risk Behavior Surveillance System and Recent Reports on High-Risk Adolescents," *Public Health Reports: Journal of the U.S. Public Health Service,* Vol. 108, Supplement 1, 1993. U.S. Department of Health and Human Services, Public Health Service, Office of the Assistant Secretary for Health.

Resources

For the leader or parent:

- *How to Talk So Kids Will Listen and Listen So Kids Will Talk,* by Adele Faber and Elaine Mazlish (Avon Books, New York), has a chapter on "Encouraging Autonomy" that discusses developing responsibility. Negotiation Institute, Inc., 341 Madison Ave., 20th Floor, New York, NY 10017-3705; (800) 747-8802.
- *Responsive Parenting: Building Independence and Cooperation in Children* by Saf Lerman. This pamphlet is number nine in a series designed to help parents. American Guidance Service, Inc., Box 99, Circle Pines, MN 55014-1796; (612) 786-4343.
- *How to Raise a Responsible Child* by Shirley Gould, St. Martin's Press. Publisher Book and Audio Mailing Service, P.O. Box 070059, Staten Island, NY 10307; (800) 288-2131.

For the preteen and teen:

- *Self-Discovery: Developing Skills* by Gilda Gussin and Ann Buxbaum is a workbook for teens covering goals and decision making, among other topics.
- Student's guide—#279; teacher's guide—#280. ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061; (800) 321-4407, (408) 438-4060.

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Helping Children Be Good Friends

Objectives

- To show parents how they can help their children make friends and develop strong friendships
- To show parents how they can help their children deal with peer pressure

The facts

• Psychologists estimate that between 5 and 10 percent of children in elementary school are without friends. Many of these children are actively disliked. (1)

• A study of 5th-graders found that disliked children were more likely than other children to be truant, to be held back and to drop out of school later on. The dropout rate for rejected children was more than seven times that of popular children. (1)

• Psychologists say that many rejected children never have serious problems, in school or out, and go on to lead happy, normal lives. But they add that children who are rejected by their peers for long periods deserve special attention. Disliked children are at risk. (1)

Many children don't know how to make friends because they lack basic social skills. Preteens and teens often fear rejection by their peers; therefore, they hesitate to start relationships. To build good friendships people need the following:

—Good self-esteem
—The ability to like and care for others
—Good social skills
—Good communication skills
—Good decision-making skills
—The ability to act responsibly

These skills and qualities are also important in resisting negative peer pressure. Parents can help their children develop these skills and qualities and enable their children to make new friends, improve their present friendships and resist negative peer pressure.

Meeting ideas

For background information, consult "Plan Your Parenting Meetings Carefully" and "Choose Meeting Activities" in the leader's guide.

Energizers

Getting to know you (15 minutes)

Goal: To help parents understand the concerns children may have in trying to make new friends.

Tools: An easel or blackboard, markers or chalk.

Method: Ask the meeting participants to pair off with a stranger in the audience. Give the pairs three minutes to get to know one another. Then go around the room and ask each member of the pair to introduce the other pair member and tell something interesting about that person. Then ask the participants how they felt about the task. Did they react with an "Oh, no! What do I say?" Did they wonder if they could tell the other person something that was really interesting about themselves? Did they hesitate to break the ice? Briefly discuss the participants' concerns in carrying out their introductions. Explain that meeting new people is just the beginning of developing friendships. Yet even adults often find meeting new people stressful. *Go on to your core meeting activity.*

What are the qualities of a friend? (20 minutes)

Goal: To help parents and preteens or teens identify the qualities of friendship.

Tools: Two rolls of brown wrapping paper to hang on a wall. Mark one roll for parents and the other roll for preteens or teens. Markers for all audience participants.

Method: Invite parents and preteens or teens to your meeting. Tell your meeting participants that they are going to brainstorm the answer to this question: "What qualities do people look for in a friend?" Preteens or teens should come to the front of the room, take a marker and write down on the preteens' or teens' roll of paper the qualities they feel people look for in a friend. Parents should do likewise on the parents' roll of paper. Answers might include the following: loyalty, fun to be with, honesty, caring, making up for qualities I lack, liking the same things I do, accepting of my faults, making me feel good about myself or being responsible, among others. Be sure to ask for some negative qualities that people might look for in a friend. After the groups have brainstormed their lists, compare the lists made by parents and preteens and teens. Emphasize how parents', preteens' or teens' lists are similar.

Then, ask all participants to identify the three qualities of a friend that they feel are most important. Ask the participants to share those qualities with other family members. Suggest the participants work to develop those qualities in their own friendships and help their children or parents do the same. *Go on to your core meeting activity.*

Core meeting activities

Film (1 hour)

Goal: To get parents and children talking about friendship—what it means and how to cope with its ups and downs.

Tools: Order the two-part film *Friends: How They Help ... How They Hurt* as a discussion starter for parents and children. The film discusses various kinds of friendships, why friends are so important to preteens and teens and the roles of trust, understanding and rejection. Dramatizations suggest some of the problems that may arise in friendships such as conflict, exploitation and different values. You may also be able to find other films on friendship through film rental houses, your public library, youth-serving organizations or schools.

Methods: Invite both parents and children to your meeting. Briefly introduce the film and let the audience know that they are going to discuss it afterward. Show the film. Then ask parents and children to form two separate groups. Next ask the two large groups to form smaller groups of five to seven people each. Each small group is to have only parents or only preteens or teens.

Ask the groups to discuss the film and ask questions such as "How did the film suggest people cope with rejection?" or "What did the students in the film feel about responsibility in friendships?" Ask the groups how some of the dramatizations of friendship problems could be resolved. After the discussion bring all the groups back together and ask them to report. What were the groups' reactions to the film? What kinds of solutions to friendship problems did they come up with? How did the reactions of parents and children differ? How were they the same? Show how the feelings of parents and preteens or teens about friendship are similar. Encourage further discussion based on what comes out of the small group discussions. Summarize the discussion and urge the participants to put what they've learned into action.

Brainstorm (30–40 minutes)

Goal: For parents and preteens or teens to discuss solutions to common friendship problems such as peer pressure.

Tools: Prepare a handout of three of the following scenarios.

Method: Have the participants break up into groups of five to seven to brainstorm solutions to common friendship problems. Pass out your handouts while explaining that the groups will discuss each scenario.

Read the first scenario, then ask the small groups to discuss it. After the discussion, ask each small group to report. Encourage comments and questions on the reports, then move on to the next scenario. After all three scenarios have been discussed, ask participants to come back together into one large group. Ask the participants what they learned in the brainstorming. Summarize the discussions and suggest that participants use their ideas for solving friendship problems in their everyday lives.

- You confided your secret feelings about James, a handsome senior, who, you're sure, isn't interested in you, to your friend Marcy. Now you discover that everyone in school is talking about it. You're sure Marcy told the world! What can you do?
- You and a bunch of your 6th-grade friends are hanging out at your house, and your parents won't be home for hours. Some of your friends suggest raiding your parents' liquor cabinet. You don't want to, but you also don't want your friends to think you're chicken. What can you do?
- You're checking out the latest comics at a local store with Barry. Barry suggests stealing some. You don't want to, but you don't want to lose Barry's friendship. What can you do?
- It seems like all the kids you know are no longer virgins, and your friends are beginning to tease you because you haven't done "it" yet. What can you do?

Tips for parents: Help your child be a good friend

Being a good friend

- Take opportunities to talk with your children about what it means to be a good friend. Television shows, songs, magazine articles about friendship and everyday events may provide chances to discuss the qualities of a good friend.
- Help your children learn how to make good decisions by allowing them to practice making decisions for themselves. Give your children guidelines on how to make decisions. Help them work through specific problems such as whether to go to Mary's or Joe's party.
- Discuss problems that people may encounter in their friendships. Use television, movies, books, and everyday events as sources for your discussions. Ask your children, "What would you do?" Help them think through possible ways to solve such problems.
- Help your children develop responsibility. Gradually increase their responsibilities as they grow. What are they ready to take responsibility for? Try them. Let them know growing up means not only greater privileges but also greater responsibility for the consequences of one's actions.

Resisting peer pressure

- Let your children know that they will sometimes be tempted to try things that may be dangerous or are against family values.
- Remember that self-esteem and decision-making skills will help arm your children against negative peer pressure.
- Discuss ways to say "no" or escape a troublesome situation. For instance, teach your children retorts to challenges such as "You're chicken." Let your children know that displaying a confident front can often make other children back down.
- Give your children the information they need to make good decisions. Inform them about the dangers of drugs and alcohol. Talk with your children about sex and sexuality—the facts and your values.

Reference

1—"Kids without Friends: Some Children Have Lots of Friends, Some Have None," by Paul Chance, *Psychology Today*, Jan.–Feb., 1989, pp. 28–31.

Resources

For the leader:

- *Responsive Parenting: Building Independence and Cooperation in Children* by Saf Lerman. This pamphlet is number nine in a series designed to help parents. American Guidance Service, Inc., Box 99, Circle Pines, MN 55014; (612) 786-4343.
- *Friendship*, Sunburst Communications, 39 Washington Ave., P.O. Box 40, Pleasantville, NY 10570. Available on a 30-day review basis. (800) 431-1934.

For the parent:

- *You and Your Adolescent: A Parent's Guide for Ages 10 to 20*, by Laurence Steinberg and Ann Levine, has good information on the importance of friendship to teens, what parents should accept and when they should intervene. HarperCollins, Publishers, New York, NY; (800) 331-3761.
- *Peer Pressure Reversal* by Sharon Scott gives examples and how-to advice on building children's ability to resist negative peer pressure. Human Resource Development Press, Inc., 22 Amherst Road, Amherst, MA 01002.
- *How to Talk So Kids Will Listen and Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish, Avon Books, New York. An excellent how-to guide. Negotiation Institute Inc., 341 Madison Ave., 20th Floor, New York, NY 10017; (800) 747-8802.

For the preteen and teen:

- *Growing Up Feeling Good* by Ellen Rosenberg discusses friendship, popularity, dating and peer pressure. Excellent for preteens and young teens. Penguin USA, Consumer Sales, P.O. Box 999, Dept. 17109, Bergenfield, NJ 07621; (800) 253-6476.

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PTA PARENTING GUIDE:
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Helping Children Make Good Decisions

Objectives

- To help parents explore the steps to making a decision
- To give parents suggestions for helping their teens make use of decision-making skills

The facts

• Adolescents have the highest proportion of seat belt nonuse (83 percent) of any age group involved in fatal motor vehicle crashes. (1)

• Each year more than 1 million adolescents become pregnant; an estimated 87 percent of these pregnancies are unintended. (1)

Clearly, teens and preteens are making important decisions every day. Some are as simple as what to eat; others are as complex as whether to go to college or become sexually active. Many of these decisions are made with limited knowledge or without careful thought. Often decisions are made for the wrong reasons: in order to be liked or to "prove" something or as an act of rebellion. Sometimes teens may not even be aware of how or why they make decisions.

Parents can help their teens learn decision-making skills and put those skills into practice. To do so parents need to explore decision-making processes, their own family values and their children's goals and interests. Parents also need to learn ways to help their children develop decision-making skills.

There are several steps to successful decision making:
1) Recognizing that a decision needs to be made
2) Gathering information to help make the decision
3) Identifying alternative decisions
4) Examining the potential outcomes of the alternatives
5) Considering how the alternatives fit with personal values and goals
6) Recognizing poor reasons, such as peer pressure, a desire to prove maturity or feelings of rebellion, for choosing certain alternatives
7) Making a decision

For more information on helping parents help their children, see "Tips for Parents" on back.

Meeting ideas

Consult "Plan Your Parenting Meetings Carefully" and "Choose Meeting Activities" in the leader's guide for background information.

Energizers

Use the following energizer to get parents interested in your meeting topic right away.

Steps to decision making (15 minutes)

Goal: **To help parents identify the steps necessary for decision making.**

Tools: **A blackboard and chalk or an easel and markers. Paper and pencils for participants.**

Method: **Tell the participants that the group is going to brainstorm and list steps people sometimes take to make decisions. Make a "positive" column and a "negative" column on your blackboard or easel. Your columns should begin to look like this after a few minutes of brainstorming:**

Positive	Negative
• Gets needed information	• Lets others make decisions
• Thinks about options	• Doesn't think about future
• Considers personal values	• Rebels against authority
• Tries to imagine outcome of decision	• Desires to prove maturity

Write down all the thoughts of the group. If the brainstorming lags, help it along by volunteering a thought of your own or, better still, asking a question that will spark the group's thoughts. Once fairly thorough lists have been developed, review each list and ask the group to comment on them. Is there anything they would strike from or add to either list? Would they like to reword any of the list items? Do they have any observations about the two lists?

Move on to the second phase of the brainstorming. Ask the group to identify what they feel are the steps to good decision making. Make a new list for the steps. Many of those steps are probably in the positive list, so keep it (and the negative list) visible for the group to refer to. Ask the group to write down the steps since they may want to refer to them later. Once the group has come up with what it feels is a thorough list of the steps to good decision making, check to make sure it has all the steps given earlier on this card. It may have more steps depending on how detailed the group has been. If the list is missing an important step, try to get the group to suggest it, or, if that doesn't work, suggest the step yourself. ***Go on to your core meeting activity.***

Core meeting activities

Parent/teen swap (35 minutes)

Goal: For parents and preteens or teens to explore decision-making processes and improve their communication skills.

Tools: Prepare a form for the brainstorming groups to use. List the following items on the form: questions to be decided; information needed; alternative 1, possible outcomes; alternative 2, possible outcomes; alternative 3, possible outcomes; which alternatives match my goals and values; which alternatives don't match my goals and values; what is my decision. Make copies of the form and bring pencils. Also make copies of the exercise "Steps to Decision Making" given on this card.

Method: Ask parents, preteens and teens to attend the meeting. Explain the goal of the meeting. Distribute the handout "Steps to Decision Making," and review the steps if they have not already been discussed in your energizer. Explain how the meeting will work.

Each parent or set of parents and their children will form a group with one other parent or set of parents and their children. Hand each group a decision-making situation. Here are possible decision-making situations. Choose one or create your own.

• Dan, 16, wants to buy a stereo.

- Susan, 15, hates school and gets poor grades. She is trying to decide whether or not to drop out of school.
- George, 10, has a best friend who is using drugs. He has to decide how to help his friend stop using drugs.

Ask the groups to imagine the types of things that should be considered in their decision-making situation. For instance, if the situation is "Dan wants to buy a stereo," such things as cost, a new or used model, how to raise money for the purchase and why Dan wants a stereo are all possible considerations. The aim of this exercise is to use the decision-making model and discuss how Dan should go about making his decision. (15 minutes)

Move on to the second phase. Ask each group to divide in two, swapping children. Distribute a copy of the decision-making form to each group. Now the parents and their "new" children will form a group to discuss a decision of their own choosing. (10 minutes)

Ask all the groups to stop their discussion. Bring all groups back together. Ask the participants what they learned in their discussion. Ask whether there are any comments, questions or problems. Sum up the meeting's key points. Congratulate the participants on their effort. (10 minutes)

Role playing (45 minutes)

Goal: To help parents practice communication with their children about decision making.

Tools: Copy the "Talking Skills/Listening Skills" handout and distribute it to participants. Make up a handout sheet describing three role-playing situations from the four choices that follow. Set up the room so that participants can break into groups of three.

Tips for parents

- **Give your children opportunities to practice making decisions.** For example, choosing the site of a family outing or dividing the chores fairly.
- **Show your children how to weigh their options,** gather necessary information and consider alternatives and potential outcomes of their decisions. You can show this to your children even in simple decision-making situations such as deciding what clothing to wear.
- **Help children understand that decisions have consequences both for themselves and others.** For instance, a teen might decide to take up smoking because it looks "mature" without considering that smoking carries a variety of consequences including yellow teeth, smoker's breath, an expensive habit and increased risk of cancer and heart disease.
- **Show your child that not making a decision when one is needed can be as bad as making the "wrong" decision.** Your teenage son can't decide whether to rent a black or white tuxedo for the prom. In the meantime, all the tuxedos are rented and now he must buy one.
- **If you are not sure what kinds of decisions your children are mature enough to handle, give them the chance to try making some decisions.** Be supportive, friendly and ready at-hand to save the day, if necessary. This will help you and your children know what they are ready to do for themselves.
- **Accept your children's decisions.** Remember, no decision is perfect. Support your children's ability to make decisions.
- **Understand that many of your children's decisions will be based on their personal tastes** and needs and therefore may not match the decision you would have made for them.
- **Lay ground rules or limits for decision making.** If a child wants to do something that is clearly harmful or unacceptable, explain why you cannot allow him or her to act on that decision.
- **Remember, the ability to make decisions helps improve self-esteem.** Children who can exercise some control over their lives are being prepared to be responsible and happier adults.

Method: Discuss the "Talking Skills/Listening Skills" handout. Point out the ways it suggests to improve communication. Tell the group that they will be practicing these methods by role playing. They can select three role-playing situations from the following list or develop their own.

- Mark, 14, must choose between a vocational or college-bound curriculum in school. How can Mark's dad, George, help his son decide which curriculum is best for him?
- Ellen, 12, has asked her father, Roger, a few offhand questions about drugs. Roger doesn't think that Ellen has become involved in drugs, but he does want to make sure that she doesn't become involved with them in the future. How can Roger talk with his daughter about drugs in a way that will help her decide not to try them?
- Alisha, 17, has a chance to stay with her aunt in New York for the summer. She wants to go; however, she'll be leaving her boyfriend Tom. Alisha will miss Tom, and Tom doesn't want Alisha to go. How can Alisha's mother help her make the best decision?
- Luke, 16, wants to choose an after-school activity. He could join the school orchestra, where he would play his saxophone, or he could begin judo lessons at the local YMCA. How can Luke's dad help him make a decision?

Reference

1—"Measuring the Health Behavior of Adolescents: The Youth Risk Behavior Surveillance System and Recent Reports on High-Risk Adolescents," *Public Health Report: Journal of the U.S. Public Health Service,* Vol. 108, Supplement 1, 1993. U.S. Department of Health and Human Services, Public Health Service, Office of the Assistant Secretary for Health.

Resources

For the leader or parent:

- *How to Talk So Kids Will Listen and Listen So Kids Will Talk,* by Adele Faber and Elaine Mazlish (Avon Books, New York). The chapter, "Encouraging Autonomy," covers teaching children decision making and offers hands-on exercises. Also available in video form with a leader's guide from Negotiation Institute Inc., 341 Madison Ave., 20th Floor, New York, NY 10017-3705; (800) 747-8802.
- *You and Your Adolescent: A Parent's Guide for Ages 10 to 20,* by Laurence Steinberg and Ann Levine. Practical advice on subjects from allowance to substance abuse, including information on teaching decision-making skills. HarperCollins, Publishers, New York; (800) 331-3761.
- *Responsive Parenting: Building Independence and Cooperation in Children,* by Saf Lerman. This pamphlet is number nine in a series designed to help parents. American Guidance Service, Inc., Box 99, Circle Pines, MN 55014-1796.

For the preteen and teen:

- *Self-Discovery: Developing Skills* by Gilda Gussin and Ann Buxbaum is a work-book for teens covering goals and decision making among other topics. ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061; (800) 321-4407, (408) 438-4060.

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Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** B ELIMINATE SEX-ROLE STEREOTYPING

TASK: B-10 Involve Parent(s)/Guardians(s) in Career Exploration and Decision Making

II. INTRODUCTION:

With the changing economy and changing roles of females and males, parent(s)/guardians need to be aware of the options available in the workforce so that they may be proactive in their children's career exploration and decision-making.

Therefore, a collaborative/cooperative effort regarding parents, students, and career counselor must take place.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Understand available nontraditional and vocational/ technical career options.
Assist in career decision-making.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Know about ALL aspects affecting/effecting career development.
Be aware of issues affecting/effecting course selections and career development.
Participate in ALL levels of career development.

V. EVALUATIONS:

Families/parents will be able to:

Work with career development person in the decision-making process.

VI. RESOURCES:

PTA Parenting Guide: Programs and Resources (see attached).

VII. SPECIAL NOTES:

Talking about the Future

Objectives

- To help parents teach their preteens and teens how to match their career goals to their values, interests, abilities and personalities
- To improve communication between parents and their children concerning career planning
- To help parents help their preteens and teens set positive life goals

The facts

• Sixty percent of U.S. adults say they think public high schools in their communities are not devoting enough attention to helping students who do not plan to go to college develop the skills they need to find jobs after graduating. Only 37 percent say high schools aren't doing enough to prepare students for college. (1)

• Sixty-four percent say high schools are not doing enough job placement for students who have dropped out or graduated, and 57 percent say high schools are not devoting enough attention to helping students learn how to use occupational information. (1)

• Fifty-one percent say they think the high schools in their communities are not doing enough to help students choose their careers; and 54 percent say schools are not doing enough to help students develop skills to identify jobs that are open in their communities. (1)

• College graduates are more likely to have sought advice about career options from professional counselors at schools or colleges, while people with less formal education are less likely to have done so. Only 5 percent of non-high school graduates report that they have talked to a school counselor about career options, and 15 percent of people with no more than a high school education say they've consulted a school counselor. However, 52 percent of college graduates have sought such help, as have 44 percent of the people who have some postsecondary training. (1)

These facts suggest that teens do not always understand their career options. It is important to promote career awareness in youth by teaching them to assess and appreciate themselves—their own developing values, interests, abilities and temperament. Parents can become involved in this process by educating and directing their children with their career development.

Meeting ideas

Consult "Plan Your Parenting Meetings Carefully" and "Choose Meeting Activities" in the leader's guide for background information.

Energizers

Grab your audience's attention—start your meeting off with an energizer!

Quick queries (20 minutes)

***Goal:* To stress to parents the importance of basing career decisions on one's interests and values.**

***Tools:* Bring enough 3" x 5" cards and pens or pencils for each member of your audience and a "hat" into which participants can drop their cards.**

Method:* Ask each participant to use the unlined side of the card to answer true or false to this statement: "When I was young my parents helped me to see a connection between what I liked to do and what I could do in my life." Then have them turn the card over and write down one thing they think they should tell their own children to encourage them to think about their interests and values when considering career choices. Collect the cards in the "hat." Tally the responses to the true/false statement and read several of the comments on the other side of the card. Ask the audience for its reactions. Conclude the activity by repeating or summarizing some of the feelings expressed in the cards. *Move on to the core meeting activity of your choice.

Match point (20 minutes)

***Goal:* To encourage parents and their children to match values, interests and abilities to careers.**

***Tools:* A blackboard and chalk or an easel and markers.**

Method:* Before the meeting begins, prepare a blackboard or easel by making four columns with the following headings: career, values, interests and abilities. Tell the audience that you would like them to brainstorm. Briefly explain what each heading means. If preteens or teens are attending ask them to suggest jobs that interest them. If only parents are present, ask them to name careers that interest their children. Write down about five suggestions. Move on to the other three headings in succession and ask the participants to name one or two values, interests and abilities appropriate for each job. After finishing the brainstorming, ask for any reactions or comments. *You may wish to follow this energizer with one of the audiovisuals suggested in the core meeting activities below.

Core meeting activities

Audiovisuals (1 hour)

Goal: To promote career awareness in preteens or teens and their parents and to improve communication between them.

Tools: Choose from the following audiovisuals (AVs). *Self-Assessment: A Tool for Career Decision* is a comprehensive learning program that seeks to show how abilities, interests, temperaments and values influence adolescents' career choices. Each of its three parts (covering self-assessment, personal inventories and career objectives) uses interesting, believable examples to illustrate its points. *Because It's Just Me* encourages students to take a personal inventory of their interests and abilities. Its companion, *The Most Important Thing*, shows how career choice is a reflection of values and priorities. *Interests, Aptitudes, and Abilities* is about the concerns of a teenage girl planning for the future. The video presents an overview of the different types of

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interest inventories and aptitude tests available. *World of Work* focuses on the attitudes of three teens toward the world of work. It argues that teens should consider their interests, aptitudes and desired lifestyle, so that their career decisions will be by choice, not chance. These last two videos are part of a 16-program series on jobs. These three sets of audiovisuals would be appropriate for meetings with or without preteens or teens attending. Depending on the AV used, you will also need a VCR and monitor or a 16mm film or filmstrip projector, screen and audiotape recorder.

Method: Let the audience know that you would like these films to be the starting ground for a discussion. After viewing, ask the audience to comment. Encourage discussion with questions referring to specific values and ideas expressed in the films.

Parent/teen swap (55 minutes)

Goal: To use career daydreams to explore future career choices and to improve the communication skills of parents and their children.

Tools: Paper and pencils.

Method: Career daydreams can help to identify career direction and goals. Ask parents and children to attend the meeting. Explain the goal of the meeting. Have parents and their children form a group with another set of parents and their children. Distribute writing materials to a parent in each two-family group. Next ask the groups to swap parents and children and then break into two "new" family groups. Have the adults interview their "new children" by asking them to describe the specific career daydreams they have had, even when they were very young. If they wish, adults may get the interview going by talking about their own career daydreams. The interviewers should write down a brief description of each preteen or teen's daydream. (15 minutes)

Ask the "new" families to return to their original two-family group. Parents should then exchange their interview notes and briefly explain them to one another. The parents then can continue the interview by asking their own children questions about how career daydreams relate to the following:

- Their children's values (and their own) such as wanting to make a lot of money, work independently or help other people
- Interests and hobbies such as playing baseball, working with computers or cooking
- Abilities such as repairing electrical or mechanical devices, playing musical instruments or having a "head" for figures
- Personality such as very outgoing and friendly to strangers or quiet and preferring to read or do things alone

Remember that all of the above will probably change as children develop. The parents can ask their children how they feel their daydreams *have* changed for them already. (20 minutes)

Have the parents ask the preteens or teens about their present aspirations and how they think their career daydreams might tell them something about their future career choices. (10 minutes)

Bring all groups back together. Ask the participants what they learned in their interviews and discussions. Ask whether there are any comments, questions or problems. Sum up the meeting's key points. (5–10 minutes)

Reference

1—*1993 National Survey of Working America.* The Gallup Organization for the National Career Development Association sponsored by the National Occupation Information Coordinating Committee.

Resources

For the leader and parent:

- *World of Work* and *Interests, Aptitudes, and Abilities.* 20 minutes each, videotape. Part of the 16-program series *Jobs: Seeking, Finding, Keeping.* Agency for Instructional Technology, Box A, Bloomington, IN 47402; (812) 339-2203.
- *Self-Assessment: A Tool for Career Decision.* 3 parts, 37 minutes; video or filmstrips/audiotapes. Sunburst Communications, Department AW, 39 Washington Ave., P.O. Box 40, Pleasantville, NY 10570; (800) 431-1934, (914) 769-5030 (NY). Available for 30-day free preview with school affiliation.
- *The Most Important Thing* and *Because It's Just Me.* 15 minutes each, VHS or 16mm. Part of the 8-part *Whatcha Gonna Do?* series. Encyclopedia Britannica Educational Corporation, 310 S. Michigan Ave., Chicago, IL 60604; (800) 554-9862.
- *Elementary Career Awareness Laboratories in Dade County Public Schools.* Information available to describe career laboratories that promote career awareness for students in grades 4-6 through "hands-on" activities. For further information contact Dade County Public Schools, 1450 NE Second Ave., Room 730, Miami, FL 33132; (305) 995-1772.
- *Life Planning Education: A Youth Development Program* by Carol Hunter Geboy, Lynn Peterson, Sean Casey, Leslie Hardy and Sarah Renner, 1985. Excellent program designed for leaders devoted to making teens realize how closely linked parenthood decisions and vocational choices are. Includes how-to section for leaders, life planning education activities for teens and resources. Advocates for Youth, 1025 Vermont Ave. NW, Suite 200, Washington, DC 20005; (202) 347-5700.
- *Instructor's Guide for "Choices" and "Challenges": A Course in Personal Planning and Self-Awareness for Teen-Aged Women and Men* by Mindy Bingham, Judy Edmondson and Sandy Stryker, 1984. Developed by an affiliate of the Girls Clubs of America (GCA). Also available is a 60-page booklet, *Facts and Reflections on Careers for Today's Girls.* GCA National Resource Center, 441 W. Michigan St., Indianapolis, IN 46202; (800) 374-4475.
- *Career Passport Program* is a high school curriculum program designed to enhance students' self-esteem by helping them see the link between their present abilities, previous paid and volunteer work experiences and their future career plans. While in the program students develop their own "career passport," a formal document indicating their special skills and abilities. For further information contact Ivan Charner, National Institute for Work and Learning of the National Academy for Educational Development, 1875 Connecticut Ave. NW, Washington, DC 20009; (202) 884-8000.

For the preteen and teen:

- *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning* and its companion for teen men, *Challenges,* are excellent workbooks. They encourage young men and women to integrate career awareness and planning with such concerns as marriage and children. Advocacy Press, P.O. Box 236, Santa Barbara, CA 93102; (800) 676-1480.
- The Boy and Girl Scouts of America offer career awareness exploration for youth. Contact your local chapter.

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PTA PARENTING GUIDE:
Programs & Resources

Helping Children Choose a Career

Objectives

- To encourage parents to help their children with career planning
- To suggest ways parents can *guide* their children in choosing a career
- To inform parents about careers and the education and training needed for children to achieve their goals

The facts

• Numerous parent-youth studies conclude that, when it comes to making career decisions, parents are the biggest influence on their children. (1)

• The U.S. Department of Labor says between 1990 and 2005 the economy will generate annually 900,000 jobs that require a college degree. (2)

• The workplace of tomorrow will require skills that are different from those of the traditional work model. The new, "high performance" model features flexible production, not mass production; work teams and multiskilled workers, not fragmentation of tasks; workforce as an investment, not workers as a cost; and advancement by certified skills, not advancement by seniority. (3)

• American workplaces are rapidly changing, and workers with advanced skills are being rewarded with higher wages. (4)

• Large numbers of high-paying production jobs that required unskilled workers to repeat simple tasks have been greatly reduced. The workplace has been reorganized and more jobs now require reading, mathematics and communication skills. (5)

• Today's youth need to be lifelong learners because the average worker in the 21st century will change careers seven to nine times. (6)

• Good career choices are clearly related to having access to good information. This is particularly true when so many changes that place workers at risk are irreversible and not under the individual's control.

• Thirty-seven percent of all workers in 1989 used a computer and received extra pay for doing so. But the amount of extra pay was based on the workers' educational levels: computer-use wage premiums for high school graduates were 17.5 percent more; for college graduates, 23.7 percent; and for postcollege workers, to 27 percent more. (7)

These facts suggest that career education for preteens and teens is a priority for *both* parents and their children. It also suggests that more needs to be done about career education in the schools. Schools are valuable sources of information and assistance for students, but they are not able to assume primary responsibility for the career guidance of adolescents. Helping children identify their values, interests and abilities, providing information and, most importantly, offering guidance by exploring career and life options must begin at home with parents.

Meeting ideas

Select some of the following activities that will help you to achieve your meeting goals. Consult "Plan Your Parenting Meetings Carefully" and "Choose Meetings Activities" in the leader's guide for background information.

Energizers

Grab your audience's attention—start your meeting off with an energizer!

Quick queries (20 minutes)

***Goal:* To encourage audience members to think about the career guidance they received from their parents and the guidance they would like to offer their children.**

***Tools:* Bring at least one 3" x 5" card and pens or pencils for each member of your audience and a "hat" into which participants can drop their cards.**

Method:* Ask the participants to use the unlined side of the card to write down one thing their parents told them concerning career guidance and development when they were young. Then have them turn the cards over and write down one thing that they feel is important to tell their own children about career decisions and options. Collect the cards in the "hat." Read several of the cards and ask the audience for reactions to the comments. Conclude the activity by repeating or summarizing some of the feelings expressed in the cards. *Go on to the core meeting activity.

Film (20 minutes)

***Goal:* To stimulate communication between parents and their children regarding career choices and decisions.**

***Tools: What Next?* is an entertaining video that addresses the problem of the anxieties teenagers face when making career decisions. It stresses that choosing one's life work is an ongoing process and that it helps to discuss career aspirations with parents and friends. Although geared to 14- to 17-year olds, its lively style and emphasis on relationships between parents and children make it an excellent meeting energizer.**

Method:* Before showing any film, take time to view it so that you will know what it is about. Tell your audience, briefly, what it is about, and that the film will be followed by a brief discussion. Show the film. After the film, ask for comments. Ask parents for their reactions to the film: Do they talk to their preteens or teens about their career goals? Ask participating preteens or teens what new ideas or information they got from the film. *Go on to the core meeting activity.

Core meeting activities

Speaker (40–45 minutes)

Goal: To provide parents, and their children, if attending, with general information and resources on careers and to explain the role of a guidance counselor.

Tools: The *Occupational Outlook Handbook* (see the "Resources" section on this card) and other resources if available. Consult with the speaker about any additional tools needed.

Method: Invite a school guidance counselor to speak to parents and youth in attendance. If needed, contact the school district superintendent's office or school principal for assistance. Ask the speaker to bring a copy of the *Occupational Outlook Handbook* and to demonstrate how this valuable tool can be used by preteens or teens and by parents providing career guidance. Be sure to inform the speaker before the workshop about your goals and who will be participating. Consult the Speakers section of the leader's guide for basic information before starting.

Panel (1 hour)

Goal: To show the variety of career paths possible and to provide practical information on career choices for adolescents.

Tools: Consult with the panel members about the tools they will need. Ask them to bring at least one visual aid to illustrate the job that they do.

Method: Consult the Panels section of the leader's guide and the Method section of the preceding core meeting activity for basic information before starting. Choose panelists who have interesting or successful jobs. For assistance in selecting panelists, contact the local chamber of commerce; newspaper editors; service organizations such as American Association of University Women, Boys and Girls clubs, Scouts, school/community relations offices and departments of career or vocational education, mayor's offices, and spouses, friends or coworkers. Invite both parents and preteens and teens to the meeting. Be prepared to act as a moderator for the panel. Start things going by posing some specific questions. Ask the panelists to briefly describe career paths and job duties, what career and related education and training or guidance their parents provided them, how parents can help their children with career planning and what help they've given to their own children. Allow time for questions, especially those from preteens and teens. If preteens or teens are attending, encourage them to ask questions.

References

1—*How to Help Your Child Choose a Career* by Luther B. Otto, 1984, M. Evans and Company, Inc., New York.
2—*USA Today*, Volume 3, 1994.
3—*Competing in the New International Economy*, Washington Office of Technology Assessment, 1990.
4—National Center for Education Statistics, 1993.
5—*Monthly Labor Review*, Vol. 116, No. 10, October, 1993.
6—U.S. Department of Labor.
7—*State of Working America*, U.S. Department of Labor, 1993.

Resources

For the leader:

- *What Next?* 13 minutes. Included in the 12-program series entitled *On the Level*. Agency for Instructional Technology, Box A, Bloomington, IN 47402; (812) 339-2203.
- *Job Success Begins at Home*. Audiovisual kit, including two 10-minute filmstrips, audiotapes, teacher's manual and a set of six booklets (available in English and Spanish). Designed to teach students in grades 4–9 about job skills. Home and School Institute, Special Projects Office, 1500 Massachusetts Ave. NW, Washington, DC 20005; (202) 466-3633.
- *Career Planning System (CPS)*. A microcomputer instructional package that can be used by educators to teach students how to explore and plan careers. No special knowledge of computers is required to use the system. Designed by the National Center for Research in Vocational Education. Available from Conover Company, P.O. Box 155, Omro, WI 54963; (414) 685-5707, (800) 933-1933.
- American Association for Counseling and Development (AACD). Operates the National Career Information Center, a special library of 5,100 books and pamphlets. The *1994 Resources Catalog* is free. Publishes quarterly *Journal of Employment Counseling*, 5999 Stevenson Ave., Alexandria, VA 22304; (703) 823-9800, (800) 347-6647.
- Sunburst Communications, Inc., 39 Washington Ave., P.O. Box 40, Pleasantville, NY, 10570; (800) 431-1934. Supplies films on a variety of career oriented topics. Request a catalog.
- The Center on Education and Training for Employment. The center provides access to resource information on practically everything available in the field of career education, including curriculum guides, studies and audiovisual materials. A catalog is available from Program Information Office, The Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090; (614) 292-4353.

For the parent:

- *How to Help Your Child Choose a Career* by Luther B. Otto, M. Evans and Co., New York. Designed as a guide for parents of high school-age kids, teaching them how to advise their children about career choices. Includes information on today's teens, interest surveys, career options, guide to employment opportunities, career exploration workbook and career education resources for parents and children. National Book Network, 4720 Boston Way, Lanham, MD 20706; (800) 462-6420.

For the preteen and teen:

- *Careers and Colleges*. A magazine geared to teens and published four times a year, in January, March, September, October and November. E. M. Guild Inc., 989 6th Ave., New York, NY 10018; (202) 563-4688.
- *Occupational Briefs*. Series of briefs containing information on more than 500 occupations. Catalog available. (800) 622-7284 or (315) 497-0330. Chronicle Guidance Publications, Inc., P.O. Box 1190, 66 Aurora St., Moravia, NY 13118.
- *Occupational Outlook Handbook*. The major source of information on specific occupations and general career options and resources. Published by U.S. Government Printing Office. Contact the closest government printing office, or call (202) 512-1800.
- Most school guidance counselors and/or high school librarians have access to the *Occupational Outlook Handbook*, almanacs of jobs and salaries, and career encyclopedias.
- Consult your local or school libraries for resource information in the career, vocation and job opportunities sections.

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Should All Children Go to College?

Objectives

- To help parents guide their children in making decisions about attending college
- To inform parents of preteens and teens about colleges and other schools of higher education

The facts

- By the year 2000, 20 percent of professions will require a four-year college degree; 80 percent will require postsecondary studies beyond high school, but less than a baccalaureate degree. (1)
- A 1989 Gallup poll showed that an overwhelming 83 percent of the respondents favored more state and federal assistance for high school graduates who have the ability and desire to attend college but can't afford it. (2)
- In 1960, 41.1 percent of Americans 25 and older had completed high school and only 7.7 percent had graduated from a four-year college; by 1987 these figures had increased dramatically to 75.6 percent and 19.9 percent respectively. (3)
- In 1988 the unemployment rate for men age 25 and over who had completed one to three years of high school was 10.1 percent; four years of high school, 6.2 percent; and four years of college, 1.6 percent. The respective figures for women were: 8.9 percent, 4.6 percent and 1.9 percent. (3)
- In 1950, 73 percent of the workforce was employed in production/manufacturing. By the year 2000, 2 percent of the workforce will be employed in production/manufacturing. In 1989, 35 percent of the workforce was employed in the information sector. In the year 2000, 44 percent of the workforce will be employed in the information sector, which requires skills in collecting, analyzing, synthesizing, storing and retrieving data. (4)
- Total enrollment in higher education in the United States rose nearly 70 percent between 1969 and 1989. Most of the dramatic growth in enrollment took place in the 1970s. Between 1980 and 1992, enrollment increased about 20 percent, from 12.1 million to a record 14.6 million. Much of this growth was in part-time enrollment. (5) (6)

Some of the most important decisions high school students make involve whether or not to attend college. Such decisions, based on their abilities and aspirations, must be made *before* they are ready to graduate. If students decide to attend college, the following may need to be considered.

- *Where*—not only which particular college, but also what type—for instance, a four-year liberal arts college, a two-year community college or vocational and technical schools.
- *When*—for example, high school graduates may wish to work full-time and delay entering college, attend college while working part-time or enter an apprenticeship program.
- *How much*—The average cost of tuition, mandatory fees, and room and board at a four-year private college is $14,741. The average cost at a four-year public college is $5,394 for state residents (6) and $9,961 for nonresidents. Two-year public colleges are the least expensive group of institutions: Tuition and fees average $1,679 for state residents and $3,938 for nonresidents. (7)

Meeting ideas

Select activites from the following choices that would help you achieve your meeting goals. Consult "Plan Your Parenting Meetings Carefully" and "Choose Meeting Activities" in the leader's guide for background information. Also consult the meeting card on decision making for information and resources.

Energizers

Grab your audience's attention—start your meeting off with an energizer!

Film (20 minutes)

***Goal:* To present the alternatives available to high school graduates and to teach parents and teens how they can make the best choices for themselves.**

***Tools:* The filmstrip or video *Risks and Strategy* focuses on the problem of a young man deciding whether or not to attend college. It emphasizes that while decisions about the future may involve taking risks, good decisions can be made by becoming informed and developing strategies. The film may be used as a discussion-starter for meetings with parents and preteens or teens.**

Method:* Before showing any film, take time to view it so that you will know what it is about. Tell your audience that you are going to show them a film. Briefly state what it is about and show the film. After the film, ask the audience for brief comments. Encourage discussion with questions referring to problems indicated or ideas and values expressed in the film. *Go on to your core meeting activity.

Brainstorm (20 minutes)

***Goal:* To help parents and their children make decisions about college.**

***Tools:* A blackboard and chalk or an easel and markers.**

***Method:* Before the meeting begins, make three columns on your blackboard or easel with the headings "yes," "no" and "alternatives." Tell the participants that the group is going to brainstorm a list of the reasons in favor of or against attending college and of the possible alternatives. If preteens or teens are attending, you may wish to separate the parents and their children into two groups with two leaders and brainstorm separately. Write down all the opinions and ideas of the group. For instance, ask the participants if they believe a college education increases career options, is unnecessary or is too expensive for some or would be a "sound investment" for others.**

As soon as fairly thorough lists have been developed, review each list and ask if there are any further thoughts about them. If separate lists are being done by parents and preteens and teens, have the two groups review and compare each other's lists. Ask the group for comments. Encourage discussion by asking questions based on the lists and, if you wish, provide background information included in "The Facts" above. *Go on to your core meeting activity.*

Core meeting activities

Panel (1 hour)

Goal: To inform parents of preteens and teens about college and other career options for high school graduates.

Tools: Consult with the panel members about the tools they will need, including audiovisual equipment.

Method: Consult the "Panels" section of the leader's guide for basic information before starting. Panelists may include college admissions or placement officers, guidance or employment counselors, college graduates, a representative from an on-the-job training program or an apprenticeship program. Select from three of the above or any others you believe are best suited to the needs of your community. Allow time for questions. If preteens or teens are attending, encourage them to ask questions.

Role playing (1 hour)

Goal: To help parents practice communicating with their children about making decisions about college.

Tools: Copy the "Talking Skills/Listening Skills" handout and type and copy three role-playing situations from the five choices listed below or develop your own role-playing situations. Set up the room so that participants can easily break into groups of three.

Method: Discuss the "Talking Skills/Listening Skills" handout. Point out the various ways it suggests to improve communication. Tell the group that they will be *practicing* these methods by role playing. Give out the list of role-playing situations.

- Henry, a high school junior, has his heart set on attending an expensive out-of-state private college. His best friend, Jason, also hopes to attend this college. Henry's dad, Sid, thinks this school would be a good choice but is not sure it is affordable. What should Henry's dad do in this situation? What should he say to Henry?
- Laura, a sophomore, has always been fascinated by computers and is interested in taking a computer course. While she does well in math, her grades in other academic subjects are not great because she finds it hard to concentrate on them. Her older brother and sister both went to her dad John's alma mater, a four-year liberal arts college. She also feels she is expected to go there but is not sure she wants to go. How can John discuss this with her, let her know about her options and help her make a decision?
- Timothy, an eighth-grader, will be attending high school next year. He just found out that he needs to decide which courses he will be taking in the ninth grade but is bewildered by his options and isn't sure what to decide. What can his mom, Lydia, do to help him make up his mind?
- Ellen, a senior, was accepted at two of the five colleges to which she applied. She was surprised to learn that she was accepted at a prestigious out-of-state school with a rigorous admissions policy. She was offered a good financial aid package from the college, including a grant, loans and workstudy. However, many of her other friends, including her boyfriend, Tom, will be attending the other college at which she was accepted. It's a public college in her hometown. She's very ambitious but also is reluctant to leave her family and friends. How can her dad, Max, help her make a decision?
- Bob, 19, dropped out of high school when he was 16 but is now studying to get his GED (General Equivalency Diploma), which he hopes to receive next year. Meanwhile, he's been working at construction jobs. The pay is very good, but he's not always sure when he will be working. Bob wants to go back to school when he gets his high school diploma but doesn't know where to go and what he's interested in. What could his mom, Millie, do to help him learn about his choices and make the decision that is best for him?

References

1—U.S. Department of Labor and U.S. Department of Education.

2—"The 21st Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, September 1989.

3—*Statistical Abstract of the United States: 1989*, 109th ed., U.S. Bureau of the Census, 1989.

4—U.S. Department of Labor.

5—National Center for Education Statistics, Historical Trends, State Education Facts 1969–1989. U.S. Department of Education, Office of Educational Research and Improvement, August 1992.

6—*Digest of Education Statistics, 1993*, U.S. Department of Education, Office of Educational Research and Improvement, U.S. Government Printing Office, Washington, DC.

7—"Annual Survey of Undergraduate Institutions," *Peterson's Guide to Four-Year Colleges, 1994*. Peterson's Guides, Inc., Princeton, NJ, 1994.

Resources

For the leader or parent:

- *Life Goals, Part 3: Risks and Strategy*, 12 minutes. Human Relations Media, 175 Tompkins Ave., Pleasantville, NY 10570; (800) 431-2050. Set of three filmstrips available on video. Free 30-day preview with school affiliation.
- *Academic Preparation for College: What Students Need to Know and Be Able to Do*. Forty-nine page booklet for parents, students and teachers. For a single, free copy, contact the College Board, Publications Customer Service, 45 Columbus Ave., New York, NY 10023; (212) 713-8165. To purchase a package of 20 booklets (item no. 239200), contact College Board Publication Orders, P.O. Box 886, New York, NY 10101-0886; (800) 323-7155.
- International Technology and Trade Associates, 1330 Connecticut Ave., Suite 210, Washington, DC 20036; (202) 828-2614. Five brochures in a series.

For the preteen and teen:

Some of these books and guides may be available in your local library.

- *Student Guide: Financial Aid Programs and an Application for Federal Student Aid*, P.O. Box 4032, Iowa City, IA 52243; (800) 433-4243.

The College Handbook (1995 edition—item no. 004906), College Board Publication Orders, P.O. Box 886, New York, NY 10101-0886; (800) 323-7155. Call (212) 713-8165 for customer service.

- *College Planning Search Book*, the American College Testing Program, Box 168, Iowa City, IA 52243; (319) 337-1000. 1994–95 issue available in September.

All of the above resources are also helpful for parents of preteens and teens.

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POSITION STATEMENT

(Reaffirmed 1981, revised and reaffirmed 1987)

SHARED RESPONSIBILITY IN EDUCATIONAL DECISION MAKING (1973)

The National PTA supports the concept of shared responsibility in the development of school policies and in curriculum decision and urges all school boards to cooperated with parents, teachers, students, principals, administrators, and the general public in this process.

We recognize that boards of education have legal responsibility for school policy. At the same time, we believe that, because parents, teachers, students, and the general public are affected by school policy, it is appropriate that they participate in its determination. We believe that such sharing of responsibility will result in greater responsiveness to student and societal needs and therefore improve the quality of educational opportunity.

Where law, procedures, or other barriers have discouraged broader participation in school policy decisions, necessary measures should be taken to facilitate shared responsibility. We are confident that teachers, principals, school administrators, parents, students, and the general public can make full and continuing use of the many opportunities for responsible participation.

(see also IV.2)

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RESOLUTION

(Adopted by the 1992 convention delegates)

PARENT INVOLVEMENT IN SITE-BASED SHARED DECISION MAKING

WHEREAS, One of the Objects of the National Congress of Parents and Teachers is "To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the education of children and youth"; and

WHEREAS, Article III(d) of the National PTA Bylaws states "The PTA organizations shall seek to participate in the decision making process establishing school policy"; and

WHEREAS, It is the role of the National PTA to encourage parental involvement, an essential part of the PTA mission, by promoting an environment in which parents are valued as primary influences in their children's lives and essential partners in their children's education and development; and

WHEREAS, Some states have created legislation and some school boards and school districts have created policies and have negotiated contractual agreements with bargaining units that impede an equitable level of parental participation in site-based models of shared decision making; therefore be it

Resolved, That the National PTA and its constituent organizations advocate for legislation, policies, and bargaining agreements that protect the right of parental involvement in site-based shared decision making; and be it further

Resolved, That National PTA and its constituent organizations advocate for models of site-based decision making which provide for equitable participation among parents, students, community members, principals, teachers, and other staff and which promote an environment in which parents are valued as essential partners in their children's education and development.

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEXUAL STEREOTYPING

TASK: B-11 Educate Ethnic Associations (Cultural)

II. INTRODUCTION:

Ethnic associations play a role in family values and gender bias. Ethnic associations must reflect contemporary economic and social needs of both women and men.

III. PERFORMANCE OBJECTIVES:

Families/poarents will be able to influence ethnic associations by:

Discussing changing economic needs of men and women.
Defining sex-role stereotyping within ethnic groups.
Analyzing the political and power relationships within the ethnic group.
Discussing impact of ethnic discrimination and its relationship to gender discrimination.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Encourage children to share times they were individually discriminated against because of their ethnic background and how this behavior relates to other types of discrimination (gender, race, religion, ethnicity, sexual orientation, age, physically challenged, etc.)
Encourage children to discuss changes in economic, political, and social climates and their own personal experiences, and changing roles of men and women within the family and society.

V. EVALUATIONS:

Children will be able to:

Observe that ethnic children begin to blur the stereotypical roles of men and women within their home and environment.

VI. RESOURCES:

Director of Franco-American Center at the University of Maine at Orono.
Local Ethnic Groups.

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: B ELIMINATE SEXUAL STEREOTYPING

TASK: B-12 Provide Experiential Opportunities for Parents

II. INTRODUCTION:

The home environment has significant impact on student decision making. Parents/families need to be aware of and to be exposed to a variety of career choices for their daughters and sons. This knowledge will allow families/parents to better advise their own children regarding career issues.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Understand available traditional and nontraditional career options.
Understand the financial and personal consequences of career choices.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Parents/families will cooperatively work with schools to establish and to participate in the following activities:
Open houses with experiential career activities
Activities suggested in B-12 Educator Audience Section
Parent/family field trips to vocational centers and job sites.

V. EVALUATIONS:

Children will be able to:

Experience increased parental attendance in school and career activities.

VI. RESOURCES:

Parents
PTA
Business and Industry
Community

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-1 Teach History of Women in the Trades

II. INTRODUCTION:

Historically and traditionally women have made major and significant contributions to the trades and industries in our world. This legacy is often ignored or overlooked. The lack of a common understanding of this legacy serves as a barrier for greater involvement and advancement of women in trade and technical careers. Families/parents need to provide information to their children on women in history as it relates to the trades.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Understand the roles of women in various industries or trades.
Understand significant contributions of women and their effects on today's work environment.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Document women's roles in the various industries and trades.
Research the history of women's involvement in their particular industry of trade.
Interview older generation workers regarding contributions made to industries and trades.
Discuss and analyze significant contributions of women and their effects on the present work environment.
Disseminate results of research and interviews.

V. EVALUATIONS:

Families/parents will be able to:

Evaluate quality and quantity of research.
Evaluate workforce acceptance of research product.

VI. RESOURCES:

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-2 Conduct Legal Rights Education

II. INTRODUCTION:

Parent/Family members as workers need to be familiar with their rights involving a variety of work-related issues so that they are informed employees and more effective advocates for their children and themselves on the job.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Become familiar with basic worker laws concerning:
National Labor Relations Act
Public Sector Collective Bargaining Laws
Occupational Safety and Health
Work-Related Injuries and Diseases
Unemployment Compensation
Employment Discrimination
Family Leave Act
Americans with Disabilities Act
Other State and Federal Labor Laws

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Discuss labor laws and their implications to work, workers, and employers.
Apply knowledge of labor laws to a variety of work-related scenarios.

V. EVALUATIONS:

Families/parents will be able to:

Demonstrate knowledge of labor laws by discussing labor law issues with children.

VI. RESOURCES:

Teachers Guide for use with "A Workers Guide To Labor Law," Bureau of Labor Education, University of Maine at Orono.
U.S. Dept of Labor Women's Bureau publications on legal rights of working women.
Wider Opportunities for Women, 1325 G Street, NW, Washington, DC 20005.

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-4 Conduct Interlocking Oppression and Diversity Training Education

II. INTRODUCTION:

Oppression is a series of ongoing social systems which maintain the status quo of power and wealth by discouraging an individual's options, thereby, controlling his/her life. These social systems consist of written and unwritten rules about who can do what, thereby limiting choices a person can make in her/his life.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Refer to C-4 in Student Audience Section.
Understand how systems of oppression are interrelated.
Understand how interlocking oppression affects decisions and life choices.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Refer to C-4 in Student Audience Section.
Define interlocking oppression.
Describe how interlocking oppression affects decisions to enter or stay in the trades.
View film, *Salt of the Earth*, and discuss levels of interlocking oppression present in the film and how this affected decisions made and choices available to the characters.

V. EVALUATIONS:

Families/parents will help children to:

Define oppression.
Write an essay on a form of oppression that they personally experience and the effects of that opposition.

VI. RESOURCES:

PTA Parenting Resource (see attached).

VII. SPECIAL NOTES:

Conflict resolution: Tips for parents

- The first step in managing anger and family conflict is awareness. Identify your style of dealing with anger, then recognize other OPTIONS:

  Offer alternate times or actions;
  Problem-solve in pairs or as a family;
  Tackle the issue together through compromise or collaboration;
  Ignore the problem temporarily;
  Order the necessary action clearly and respectfully;
  Nip the conflict in the bud by creating a setting that produces peace;
  Surprise or humor the angry parties.

- "If the only tools you have are hammers, every problem begins to look like a nail." The words of psychologist Abraham Maslow apply to conflict. If the only tool a child has is fighting, that will be the child's first and only method of coping with conflict.

- Be a good role model. Children learn general approaches to resolving conflict by watching their parents and other adults in their lives. How do you negotiate? When do you give in? How do you see the other person's point of view? Can you afford to admit that you've been wrong?

- Take every opportunity to enhance your child's self-esteem.

- Children are more likely to fight when they feel powerless. Give your child a voice in family discussions and decisions.

- Set aside special times with your children to give them your undivided attention.

- Encourage your children to express all their feelings—feelings of anger or hostility as well as sad and happy feelings. In turn, share your feelings with your children.

- Check and see if your school has a conflict resolution program. If not, your PTA might work with the principal and teachers to learn more about how schools deal with conflict resolution.

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PTA PARENTING GUIDE:
Programs & Resources

Helping Children Accept People's Differences

- **Act strongly against prejudice**. You or your children may overhear a racist joke. Don't ignore it. Tell the person,"That's not funny; it's unfair and harmful, and I don't want to hear it."
- **Set a good example.** Children compare what you do with what you say. Maintain and encourage friendships with people of diverse racial, ethnic and religious backgrounds.
- **Take advantage of cultural opportunities.** Watch informative movies and TV programs with your children. Take them to museums to appreciate and learn from cultures of people around the world. Be aware of comments you may make while watching a news item or reading a paper on such issues as affirmative action programs, crime, drugs, etc. Additional explanations may be needed to clarify your thoughts fully.
- **Discuss instances of prejudice and discrimination when they occur.** Be alert to events in the papers and on the news. Your children will want to know what you think.
- **Encourage your children to act against prejudice.** If they feel a TV show is biased, tell them to write a letter to the producer. Tell them not to tolerate racial or ethnic slurs directed at friends or themselves. Teach them responses like "Don't call him/me that; call him/me by name!"
- **Build your children's self-esteem.** People who are loved and feel good about themselves are more likely to tolerate others and appreciate their problems.
- **Encourage uniqueness in all your children and their friends.** Everyone shouldn't think, talk and look the same. What a boring world that would be!
- **Respond to your children's remarks or actions.** For example, if you do hear a prejudiced comment, encourage discussion. Remember, children may say something out of ignorance because they think it may make them popular with a group. Or they may be trying to shock you to find out where you stand. Ask your child why he or she feels that way, what the thinking behind the comment is, what the evidence is and where he or she learned it. An open attitude will go a long way. Above all, make it clear that racist comments will not be tolerated.

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Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-8 Conduct Labor (Union) Education

II. INTRODUCTION:

While many workers in the United States belong to labor unions, there is a general unfamiliarity with the role of labor unions and their history. This unit will address the role and history of labor unions in the United States, and discuss the advantages and disadvantages of union and non-union work.

III. PERFORMANCE OBJECTIVES:

Discuss the function of labor unions in today's workplace.
Discuss the historical development of labor unions.
Discuss the pros and cons of union and non-union work.
Explore local unions and apprenticeship opportunities.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will help children to:

View a video (*Norma Rae, Salt of the Earth,* etc.) and discuss the reasons the workers organized and how the union changed their work situation.
Invite a union worker and non-union worker to discuss the Pros and Cons of belonging to a union.
Reflect on their opinions about unions and have them discuss their points of view.
Pick a trade or career and explore whether it is a union shop or not. If it is a union shop,they will discuss whether joining the union is an option (open or closed shop). Also discuss advantages or disadvantages.

V. EVALUATIONS:

Children will be able to:

Prepare and give a presentation on why the home should or should not organize as a Union.

VI. RESOURCES:

Association for Union Democracy (AUD).
Labor Laws and Labor Unions, Vocational Instructional Materials Laboratory by The Ohio State University, 1989.
Union Maids.
Films: *Norma Rae*
Salt of the Earth

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-12 Teach How to Identify Resources/Networks

II. INTRODUCTION:

Parents/Families need to be aware of the resources that exist within the school and the community that students/children can access.

III. PERFORMANCE OBJECTIVES:

Families/parents will help children to:

Access appropriate resources and networks.
Determine needed resources and networks.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Develop and distribute a resource and network handbook.
Conduct a community resource/network day for parents/families.
Encourage parent/family involvement in community activities.

V. EVALUATIONS:

Families/parents will be able to:

Develop a handbook.
Conduct a resource/network day.

VI. RESOURCES:

PTA Parenting Resource (see attached).

WHAT IS PARENT INVOLVEMENT?

Parent involvement is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in children's lives. Parent involvement takes many forms, including the parents' shared responsibilities in decisions about children's education, health and well-being, as well as the parents' participation in organizations that reflect the community's collaborative aspirations for all children.

Adopted by the National PTA Board of Directors.

THREE TYPES OF PARENT INVOLVEMENT

The National PTA's Board of Directors adopted the following types of parent involvement as critical in a child's education:

- Parents as the first educators in the home
- Parents as partners with the school(s)
- Parents as advocates for all children and youth in society

"GIVENS" IN PARENT INVOLVEMENT

There are fundamental principles that underlie any successful parent involvement effort. They are so basic that they should not have to be stated. However, if the participants in parent involvement do not share these beliefs, their efforts will be doomed to failure. These "givens" include:

- The focus is on the child and his/her success.
- All children can learn.
- Parents want the best for their children.
- The school cannot do it alone.
- Parents, regardless of ethnic group, socioeconomic status or educational background, are a key resource in their children's education.
- Together as partners, schools, families and communities can succeed in educating children to be able to lead happy, healthy, productive lives.

GENERATING POLICIES ON PARENT/FAMILY INVOLVEMENT

Schools, districts, counties and states that have policies on parent/family are able to "institutionalize" the importance of this connection. Policies empower parents and families as they seek greater involvement in the education of their children.

Parent/family involvement policies can be one of the outcomes of your team/committee work. In order for this to happen, you will need to:

- Involve key players who are policymakers at the earliest stages of your work.
- Plant seeds of ideas, but allow the concept of a policy to come from the committee/team itself.
- Use the example of parent/family involvement policies included in this manual.
- Create a specific plan for developing a policy. Designate those who have the best connections to policymakers as leaders.
- Take time with this process. Policies are important and should not be developed in haste. Be sure that what is being suggested really fits the needs of your community and its families.
- Share your experiences in this process with others. They may have experiences that will be of benefit to you.

Sample Policy:

Parent Involvement Policy

The Board of Education recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goals of the school district to educate all students effectively, the schools and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. School districts and schools, in collaboration with the parents, shall establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

To this end, the Board will support the development, implementation and regular evaluation of a parent involvement program which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature and will include, but not be limited to, the following:

1. Support to parents as leaders and decision makers in advisory roles.
2. Promotion of clear two-way communication between the school and the family as to school programs and children's progress.
3. Assistance to parents and or guardians to develop parenting skills to foster positive relationships at home that support children's efforts and provide techniques designed to assist their children with learning at home.
4. Involvement of parents, with appropriate training, in instructional and support roles at the school.
5. Provision of access to and coordination of community and support services for children and families.

These forms of involvement are not mutually exclusive and require a coordinated schoolwide effort.

Submitted by:
Heather School PTA
San Carlos, California

This sample policy is based, in part, on the *Parent Involvement Policy* adopted in 1989 by the California State Board of Education.

HOW DO YOU FEEL ABOUT PARENT/FAMILY INVOLVEMENT?

On a scale of 1 to 5 (5 being the most positive and 1 being the least), how would you rate the following questions:

1. Do you see yourself as your child's first educator?
2. Do you think most parents in your community see themselves as their child's first educators?
3. Do you see yourself as a partner with your child's school?
4. Do you think most parents see themselves as partners with their child's school?
5. Do you see yourself as an advocate for all children and youth in society?
6. Do you think that most parents see themselves as advocates for all children and youth in society?

SUGGESTED SCHOOL/PTA/PARENT ACTIVITIES AND ACTIONS FOR THE THREE TYPES OF PARENT/FAMILY INVOLVEMENT

I. PARENTS AS THE FIRST EDUCATORS IN THE HOME

- Strive to provide children with a safe, healthy home environment.
- Provide parenting education and workshops.
- Establish preschool PTAs.
- Provide information to new and soon-to-be parents on pre and postnatal care.
- Work with social service agencies and programs for child abuse prevention and adult education.
- Show parents how to set the stage for learning at home.
- Cooperate with school and community agencies to establish family resource and support programs.
- Address the needs of teen parents.
- Compile and circulate a descriptive list of local services for families.
- Distribute PTA pamphlets to parents of newborns and preschool children.
- Use the home environment to encourage and motivate the student to learn and achieve.
- Support parents in home-based part of education.
- Coach parents in learning to be role models of important ethics and values.

II. PARENTS AS PARTNERS WITH THE SCHOOL

- Survey:
  - Find out how parents are involved in your school now.
  - Ask parents how they want to be involved.
  - How welcome are parents on how to volunteer.
- Distribute information to parents on how to volunteer.
- Develop and distribute parent handbooks.
- Develop telephone networks.
- Establish neighborhood networks.
- Write and distribute PTA newsletter.
- Use local cable TV channels to broadcast PTA, school, and parenting information.
- Work with principal to set up regular system of reporting student progress and parental concerns.
- Invite social involvement in school -- talent shows, food parties, carnivals, etc.
- Encourage activities that bring the school to the parents, i.e., home visits, coffees, lunch.
- Encourage families to view the school as a community center -- i.e., gym, swimming pool, computer labs open for the public after school hours.
- Establish a parent resource center.
- Establish a parent volunteer program.
- Set clear and measurable goals.
- Determine obstacles to parent involvement and develop strategies to overcome them.
- Develop and distribute welcome folders to parents and teachers.

III. PARENTS AS ADVOCATES FOR ALL CHILDREN AND YOUTH IN SOCIETY

- Check for school district policy on parent involvement; if not work with school and community representatives to write one.
- Meet with the principal to find out what committees are active and ask to have a PTA representative on them.
- Encourage parents to serve on district advisory boards or school-based management committees.
- Inform parents about the important issues in the school and community that affect their child's education.
- Make sure your PTA is represented at school board meetings.
- Provide leadership training for parents to help them work more effectively on committees and in advocacy efforts.
- Develop mentoring programs for students.
- Encourage employers to provide flexible work time so that parents may attend school-related activities.
- Communicate to parents information on curriculum, programs, policies, etc.
- Form committees on issues.
- Develop coalitions.
- Form community action committees.
- Distribute PTA's *What's Happening In Washington* and state PTA newsletters.

The following list includes activities and actions which can help to build parent and family partnerships with their children's schools:

- Handbooks.
- Home visits.
- Parents eating lunch at school.
- Lunch with teachers.
- "Follow the student schedule night" for parents and community members.
- Computer call-in, recorded messages, homework hot line.
- Homework corrected and sent home.
- School -- a parent-friendly place.
- Welcoming procedure for the school.
- Guest books.
- Tours available at all times.
- Computer nights.
- Open houses.
- Noncustodial parent access.
- Parent-teacher conferences -- student-led conferences.
- Multicultural events.
- Career fairs.
- Distribute family activity ideas.
- PTA Materials: Math Matters, Common Sense Strategies, "parenting box," *PTA Today*, brochures, videos, leaders' guides, etc.

PROMOTING PARENT/FAMILY INVOLVEMENT: WHAT BUSINESSES CAN DO

- Encourage parents to become involved in the education of their child/children.
- Encourage parents to join and become involved in their local PTA.
- Encourage parents to attend parent-teacher conferences, back-to-school nights and student performances.
- Encourage parents to visit their child's classroom or school at least once a semester.
- Help develop a lending library for parents that has parent education and involvement information. Libraries can include books and audio and video cassettes.
- Adopt a local school and develop a partnership that includes the PTA at the school.
    - Encourage employees to join the PTA.
    - Encourage employees to volunteer at school events.
    - Encourage employees to serve as student tutors and/or mentors.
- Provide/facilitate training for employees, schools, parents and community leaders regarding people and resources that are available in the community.
- Provide seed money for developing model programs for parent/family involvement.
- Recognize and alleviate institutional barriers to parent/family involvement.
- Support early childhood education programs.
- Create policies and a work environment conducive to family involvement in education (e.g., flexible leave policies).

WHAT ARE THE BARRIERS WITHIN SCHOOLS THAT PREVENT SUCCESSFUL SCHOOL OUTREACH?

1. Lack of training of educators.

2. Lack of commitment to parent/family involvement and the lack of attempts to include all stakeholders.

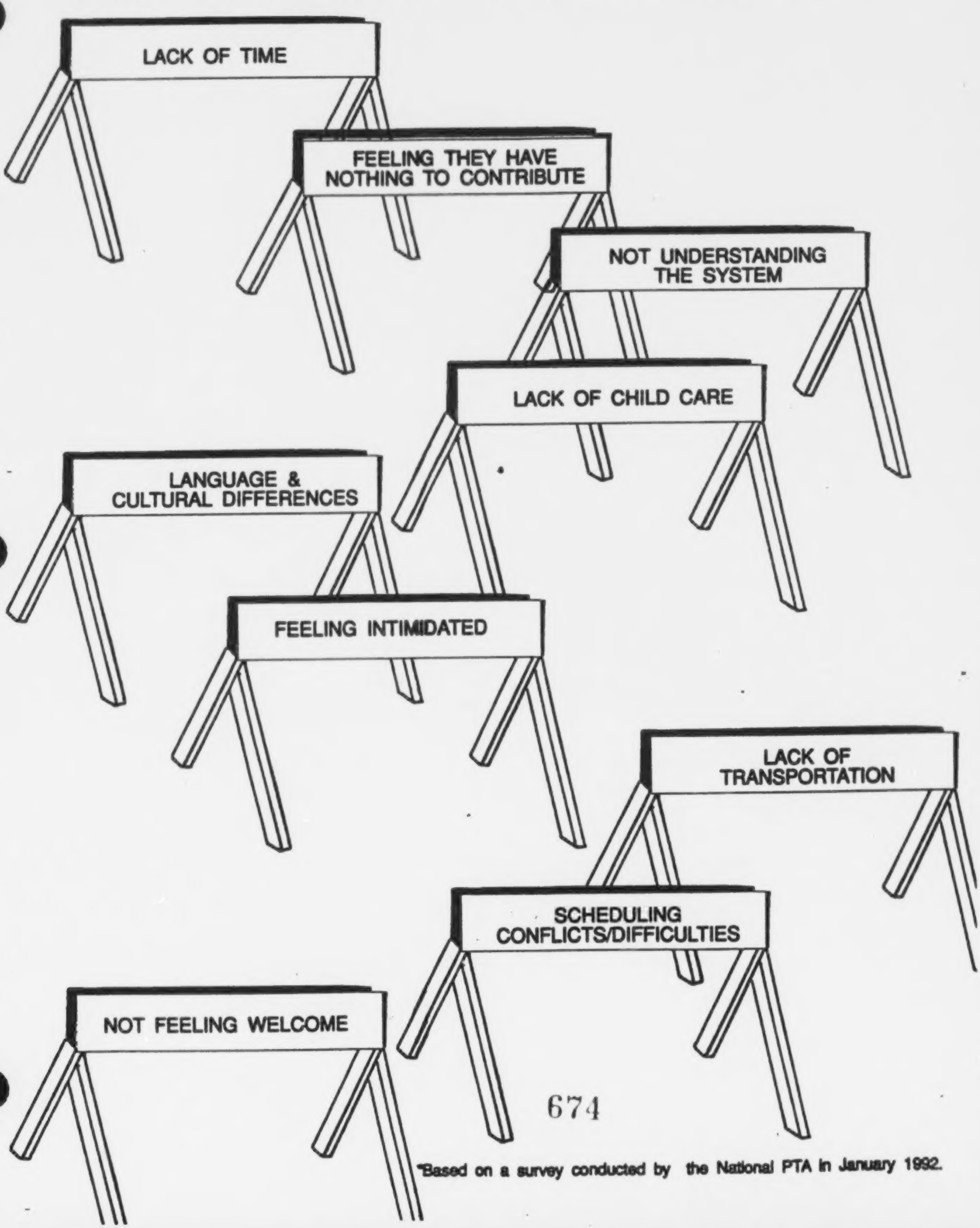
3. The belief that lack of parent and community involvement is the parent's and community's fault and the schools don't need to change.

4. The idea that parent/community involvement is a body count rather than a strong partnership with the schools.

5. The concept that parent/community involvement is a support function where their role is to raise money, volunteer at school and attend school programs, **rather** than a reciprocal process where home/school/community play a number of shared roles.

6. Resistance within the school staff to the idea of parent/teacher and community groups as agents of collaboration and change.

ROAD BLOCKS TO PARENT/FAMILY INVOLVEMENT*


LACK OF TIME
FEELING THEY HAVE NOTHING TO CONTRIBUTE
NOT UNDERSTANDING THE SYSTEM
LACK OF CHILD CARE
LANGUAGE & CULTURAL DIFFERENCES
FEELING INTIMIDATED
LACK OF TRANSPORTATION
SCHEDULING CONFLICTS/DIFFICULTIES
NOT FEELING WELCOME

*Based on a survey conducted by the National PTA in January 1992.

PTA LOOKS AT BARRIERS TO PARENT INVOLVEMENT

LET'S FACE THEM	LET'S ADDRESS THEM
Time. *It's hard for parents to find enough time to volunteer in their children's school(s), attend PTA meetings, and join decision-making committees. PTA and school functions are often rigidly scheduled at inconvenient times.*	Be flexible in scheduling meetings and events. Don't always have them at the same time. Try morning, afternoon, evening, and weekend meetings to allow all parents to take part at least occasionally. Or make an occasional meeting, a potluck to meet working parents needs. Go to the parents -- have meetings at community centers, apartment buildings and places of worship. Put brochures and announcements at grocery stores, libraries, and recreational facilities. Put PTA on the agenda of groups parents belong to. Ask respected community leaders to help PTA boost involvement. Ask employers about bringing PTA to the workplace.
Not Valued. *Some parents aren't sure they have anything of value to contribute. They feel intimidated by principals, teachers and PTA leaders. These parents may have had unpleasant experiences when they were in school, or they may have limited education.*	Extend a personal welcome to parents who appear to be withdrawn or uncomfortable. Learn about their interests and abilities. Actively seek opportunities for hesitant parents to use their experience and talents for the benefit of the school. Everyone has something to offer.
Don't know how to contribute. *Some parents feel they have talents but they don't know how to contribute them to the school or the PTA.*	Don't wait for parents to offer to help. Conduct a talent survey. You can then figure out ways to use the many talents parents possess.
Not understanding the system. *Many parents don't understand the system or how to be involved at their children's school.*	Help write a parent's handbook covering rules, procedures, where to find answers to typical questions. Be sure to include phone numbers of people who can answer questions. If possible, include pictures of staff and PTA officers and contacts.

Child Care. *Child care may not be provided at PTA and school functions. At the same time, parents may be discouraged from bringing their children to events.*	Find an available room in the school for child care. Ask PTA members to volunteer to babysit on a rotating basis. Hire students in family life class to care for children at after-school or evening meetings. Research and understand your PTA's liability. Provide safe, quality child care.
Language barrier. *Parents for whom English is a second language may not understand newsletters and flyers or speakers at meetings.*	Have printed materials translated -- English on one side, another language on the other. Ask the school to assist in providing an interpreter at workshops and meetings.
Cultural differences. *People talk about common courtesy, but courtesy is not common; it is culturally determined. American manners can embarrass or offend parents from different cultures. Meetings can conflict with religious observances.*	Work to increase everyone's awareness of and sensitivity to all cultures represented in your school. Learn about and be sensitive to other cultures' values, attitudes, manners and views of the school community. Know the religious holidays and observances of all groups in your school.
Transportation. *Lack of transportation or access to parking at the school during school hours keeps parents from visiting with the teachers and volunteering in the classroom or on committees.*	Work with the school to mark a block of spaces in the parking lot (where appropriate) "for visitors only." If parents live far from school, as when there is crosstown busing, go and visit parents. Or call them. Hold small group meetings in places that parents can easily get to, including homes. Bus parents to special evening events following regular school routes.
Not welcomed. *Parents may feel they are not welcome in the school. Many parents have met a principal or teacher who sends the message, "Parents need not interfere."*	Urge in-service training in parent involvement for all school staff. Make sure that parents are welcome to drop in at school during the day. Donate "Welcome to our school" buttons for all staff. Post welcome signs in all languages spoken at the school.

Parents in need. *Many parents without adequate resources are simply overwhelmed. They barely have energy to meet their personal needs, much less volunteer at the school.*	Provide information to help parents secure the services they need (food stamps, job skills training, etc.). Develop a directory of services such as social service agencies, medical clinics, food pantries, substance abuse counseling, legal services, literacy courses and tutoring in English as a second language (ESL). After parents' personal needs are met, you can begin to help them address the educational needs of their children.
Low literacy level. *Parents who cannot read will not understand the newsletters and brochures that are sent home.*	Call on the telephone. If possible, work with the school to provide video messages. Contact your library to find literacy groups or tutors of English as a second language. Offer such programs at the school.
Snobbery. *Many people still view the PTA as a clique that excludes minorities and newcomers who don't fit the white middle-class mold. This image of PTA is a turn-off to diverse groups in your school community.*	Actively seek new members that are representative of the student body. Look for appropriate ways to reach out and make your PTA more inclusive.
Jargon. *Many parents feel put down and confused when school staff and PTA officers use expressions they don't understand.,*	Urge all school staff to be simple and direct in language. Be careful and make sure that you chose words that everyone will understand.
Boring meetings. *No one likes to take valuable time to come to PTA meetings that are dull or that don't meet his or her needs as a member.*	Make sure there is a purpose for your meeting and that it meets the needs of members. Ask members to identify programs they would like to have. Shorten the business part of your meetings to no more than 10 minutes. Get right to the speaker or workshop. Make meetings more inviting by holding them at someone's home, a community center or other relaxed place.

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RESOLUTION

(Adopted by the 1983 convention delegates)

BROADENING CITIZEN INVOLVEMENT IN PTA/PTSA

WHEREAS, A strong system of public education is the cornerstone of a strong democracy; and

WHEREAS, Nationwide the estimate is that less than 26 percent of adults now have children of elementary/secondary school age; and

WHEREAS, Fewer adults have direct contact through their children in public schools, and the base of support for public education has diminished; and

WHEREAS, Those who do not have youngsters in public schools are therefore less aware of what the schools are accomplishing; and

WHEREAS, The PTA needs to reach beyond the potential pool of parents with children in school to develop broad support for public education; now therefore be it

Resolved, That the National PTA and its state branches encourage every local unit to include on its PTA board citizens who do not have children in that local unit's school; and be it further

Resolved, That the National PTA and its state branches encourage every local PTA/PTSA unit to make a determined effort to include senior citizens in school and PTA activities.

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-13 Teach How to Balance Work and Family

II. INTRODUCTION:

In this age of economic necessity,most households have either one or two parents involved in a profession. Therefore, families/parents must role model how to balance family responsibilities, maintain a career, and participation in community events and issues.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Recognize how time management strategies can help reduce work and family conflicts.
Acquire financial management skills.
Involve senior citizen models for children.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Famil/parents will be able to:

Develop resource guide on programs.
Identify parent mentors for other parents as support system.
Encourage local school to develop parent involvement policy.

V. EVALUATIONS:

Families/parents will be able to:

Role-play with families.
Post family schedules in homes.
Ensure that Parent Involvement Policy is in place in all schools (see National PTA Position Statement, attached).

VI. RESOURCES:

Refer to resources in C-12 Parent Audience.

VII. SPECIAL NOTES:

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POSITION STATEMENT

(Adopted by the 1991 Board of Directors)

PARENT INVOLVEMENT:

INDIVIDUAL AND ORGANIZATIONAL RIGHTS AND RESPONSIBILITIES IN THE DEVELOPMENT OF CHILDREN

Parent involvement is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in children's lives. Parent involvement takes many forms, including the parents' shared responsibilities in decisions about children's education, health, and well-being, as well as the parents' participation in organizations that reflect the community's collaborative aspirations for all children.

Parent's Responsibilities

The parent, as a role model and initial teacher, has a responsibility to:

- safeguard and nurture the physical, mental, social and spiritual education of the child;
- provide opportunities for interaction with other children and adults;
- lay the foundation for responsible citizenship including instilling a knowledge of and respect for our nation's diverse cultural heritage;
- provide a home environment that encourages and sets an example for the child's commitment to learning;
- know, help and interact with the child's teachers and school administrators;
- communicate with and participate in the selection/election of school officials (eg, school board members, superintendents, school councils); and
- develop, through observation, a knowledge of how the child functions in the school environment.

Parent's Rights

A parent has a right to:

- clear, correct and complete information about the school and the child's progress;
- confidentiality of information about the child;
- clear understanding of the processes to gain access to the appropriate school officials, to participate in decisions that are made, and to appeal matters pertaining to his child;

PARENT INVOLVEMENT (Cont.)

- expect a sensitivity to language and cultural differences (inclusiveness); and
- observe the child at school.

Organizational Responsibilities

In order to protect the education, health and well-being of the whole child, the membership of the PTA has a responsibility to:

- assure access to an equitable and quality education for al children;
- ensure that children have the support necessary in the home, school and in the community;
- seek information on policies, curriculum and laws that affect children;
- share accurate information about the school--its goals, programs and policies--with the membership and school community;
- know, help and interact with students, teachers, administrators, and community;
- be willing to accept responsibilities for the vitality of the PTA to assure an active PTA;
- work within the PTA and the school in a constructive manner with respect for democratic procedures and a tolerance for a diversity of opinion;
- work in partnership with school professionals to determine appropriate levels of programs and services;
- participate in decisions affecting policies, rules and regulations; and
- increase opportunities for the development of parenting skills.

Organizational Rights

A PTA organization has the right to:

- function as an independent, nonpartisan child advocacy group;
- seek enactment of policies and practices which protect children and youth, including comprehensive K-12 alcohol and other drug prevention education programs;
- participate, within school board policy, in the setting of the school goals and assist in the review of teaching materials and curriculum;
- participate in decisions affecting policies, rules, and regulations; and
- meet with appropriate school officials to discuss matters of mutual concern affecting all children.

(see also IV.1 and XVIII.1)

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: C PROVIDE SURVIVAL SKILLS FOR TRADE AND TECHNICAL WOMEN AND MEN

TASK: C-15 Encourage Parents/Guardians to Find Back-Up Dependent Care

II. INTRODUCTION:

Parents/Families must provide adequate dependent care and identify needed alternative resources.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Identify alternative resources for dependent care.
Identify resources to acquire knowledge about licensed and/or quality dependent and/or medical care options.
Know about available medical care options.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Contact local hospitals, churches, and community organizations.
Use appropriate networks to acquire quality dependent care.
Conduct local dependent and/or child care course for potential providers.
Provide "Latchkey Kid" training program (contact local parent/teachers association for further information).

V. EVALUATIONS:

Families/parents will be able to:

Ensure that a alternate dependent and/or medical care options are in place.
Provide a dependent and/or child care course(s).

V. EVALUATIONS (cont.):

Ensure that Latchkey Kid Training Program is in place.
Obtain support of local churches and community organizations.

VI. RESOURCES:

Refer to resources in C-12 Parent Audience.

VII. SPECIAL NOTES:

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** D CREATE SUPPORT SYSTEMS

TASK: D-3 Encourage Family Support

II. INTRODUCTION:

Since every person is vulnerable in a variety of ways, the support of family, friends, parents, etc., is vital to rely on for on-going maintenance of one's ideas and decision making.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Advocate for child(ren).
Educate child(ren) during home time.
Partner with schools to educate child(ren).

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Provide a safe, healthy home environment.

V. EVALUATIONS:

Families/parents will be able to:

Become parents involved in school activities.
Become parents involved in community activities.

VI. RESOURCES:

Contact local, state, and/or national parent/teacher association.
Refer to resources in C-12 Parent Audience.

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. DUTY: F REMOVE DISCRIMINATORY BEHAVIOR AT ALL LEVELS IN SCHOOLS AND THE WORKPLACE (C0-WORKER/STUDENTS)

TASK: F-1 Stop Violence and Hatred Toward Women .

II. INTRODUCTION:

A fundamental goal of parents/families is to create and maintain a safe home environment for each member's quest for life, liberty and pursuit of happiness. Given the wide-spread existence of physical, emotional, and sexual abuse perpetrated against women and children in the home and family, significant steps must be taken. Therefore, parents/families must take a leadership role in encouraging self-esteem and eliminating violence..

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Eliminate violence in the home.

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Develop and use a self-assessment tool to evaluate their home and personal environments.
Train families in non-violent responses to situations.
Seek out and become involved in support/peer groups (parents anonymous).
Provide families/parents with materials on alternatives to violence.
Recognize factors that may contribute to violent behavior.
Monitor television violence seen in the home.

V. EVALUATIONS:

Families/parents will be able to:

Reduce the incidence of violent acts towards women and children in the home.
Control the amount of violence watched on television.
Use alternatives to violent behavior.
Establish a stable family structure.
Increase productivity in the home, school and workplace.

VI. RESOURCES:

Churches
Schools
State Coalition on Domestic Violence
Law enforcement agencies
Crisis and counseling centers
Womens programs
Maine Women's Lobby
National PTA Resolutions (see attached)
Public Television

VIII. SPECIAL NOTES:

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RESOLUTION

(Adopted by the 1975 convention delegates,
reactivated and reaffirmed 1989)

VIOLENCE IN TV PROGRAMMING

WHEREAS, Children spend countless unsupervised hours watching TV; and

WHEREAS, The choice of program offerings often is less than desirable, with much emphasis on violence; and

WHEREAS, Children are known to imitate observed behavior and actions; and

WHEREAS, Statistics reveal an alarming increase in crime committed by younger and younger children; and

WHEREAS, The Surgeon General's report states that there can be a cause-and-effect relationship between watching violence on TV and aggressive behavior in children and young people; and

WHEREAS, At this time TV programming is self-regulated by the broadcasting industry through the National Association of Broadcasters (NAB) TV Code, a voluntary code not subscribed to by all stations and the provisions of which are repeatedly violated; be it therefore

Resolved, That the National PTA urge its state congresses, districts, councils and local units to observe and monitor TV programming and commercials in their areas; and where an excessive amount of violence in programming is seen, to make known their views with documented reporting to sponsors of the program, with copies to the local TV stations, to the TV network, to the NAB, to the Federal Communications Commission, and to their elected representatives; and be it further

Resolved, That the National PTA demand from networks and local stations reduction in the amount of violence shown on television programs and commercials during the entire day, with particular attention to viewing hours between 2:00 p.m. and 10:00 p.m. and weekend morning hours, when impressionable children and young people are most likely to be watching; and be it further

VIOLENCE IN TV PROGRAMMING (Cont.)

Resolved, That the National PTA through its state congresses, districts, councils, and local units demand, if the self-regulation of programming and commercials by the broadcasting industry does not result in better TV programming with less emphasis on violence, that the Federal Communications Commission establish and enforce regulations limiting the number and percentage of programs of violence to be presented each day.

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RESOLUTION

(Adopted by the 1994 convention delegates)

VIOLENCE IN VIDEO GAMES AND OTHER INTERACTIVE MEDIA (1994)

1) Whereas, The term "video games" is defined broadly to include any interactive computer game including all software and hardware and future developments in video game technology and interactive media; and

2) Whereas, Research studies have found that, at least in the short term, children who play violent video games are significantly more aggressive afterwards than those who play less violent video games; and

3) Whereas, Studies show that violent TV programs and video games have similar effects in raising children's subsequent levels of aggression; and

4) Whereas, Research shows violent video games can suppress children's inclination towards engaging in prosocial behaviors; therefore be it

1) Resolved, That the National PTA, through its constituent bodies, work to educate and to increase awareness of the impact of violent video games and other interactive media; and be it further

2) Resolved, That the National PTA, through its constituent bodies, support federal legislation to provide for the development of ratings or other appropriate information systems by a commission independent of the industry to inform parents and consumers about the content of video games and other interactive media; and be it further

3) Resolved, That the National PTA and its constituent bodies actively support efforts to end the violence in video games and other interactive media that desensitizes consumers to the value of life, human or animal.

Parent Audience

TASK PERFORMANCE GUIDE

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

I. **DUTY:** H DELIVER CAREER AND EDUCATION EXPLORATION

TASK: H-10 Elevate Image of Vocational Technical Education and Careers

II. INTRODUCTION:

Due to the increasing demands for a technically trained workforce, families/parents need to learn about the wide variety of opportunities available in vocational and technical programs.

III. PERFORMANCE OBJECTIVES:

Families/parents will be able to:

Identify vocational and technical programs in area.
Connect academic skills to technical careers.
Remove the word "vocational".

IV. SUGGESTED IMPLEMENTATION STRATEGIES:

Families/parents will be able to:

Invite middle school students and parents to tour vocational/technical programs.
Develop school-wide marketing plans.
Encourage local vocational and technical facilities to collaborate with local parent groups to market programs.
Rename vocational programs to "technical" programs.

V. EVALUATIONS:

Families/parents will be able to:

Develop marketing plans.
Ensure that local collaborations take place.
Ensure that Vocational/Technical tours taking place.

VI. RESOURCES:

Refer to National PTA Position Statement (see attached).

VII. SPECIAL NOTES:

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POSITION STATEMENT

(Reaffirmed 1987)

VOCATIONAL AND ADULT EDUCATION (1983)

The National PTA believes that every child must be provided with sound general education which will prepare him/her to pursue a career or further academic training. The National PTA further believes that the federal government has a limited but vital role toward achieving this goal by assisting the state and local communities to prepare school age and adult populations to enter the labor market and to meet national needs and interest. Such assistance should include but not be limited to:

1. Providing research on ways to improve current vocational adult education programs and developing new programs;
2. Augmenting the funding needed to provide access to vocational education programs for all students, and guaranteeing access for special students such as minorities, handicapped, urban, rural, limited English speaking, and women;
3. Guaranteeing that regardless of whether the programs remain separate or are consolidated, maintenance of effort for federal funding should not decrease;
4. Strengthen collaborative efforts between business, industry, education and within the educational community.

The National PTA believes that a critical component in developing and implementing vocational and adult education programs is the representation of parents on the Federal Vocation Education Advisory Council and state advisory councils. The National PTA will encourage its local branches to become actively involved in the implementation of any federal/state vocational and adult education legislation. Parents should be involved in planning, goal-setting, review of progress and evaluation of vocational and adult education programs.

Appendixes

The following is a compilation of handouts, newspaper articles, programs, agendas, events, etc., mostly related to tasks (see suggested task(s) typed on each copy) related to the Student Audience section of this document. Keep in mind, however, these items may also be useful to tasks covered in any of the audiences.

OCCUPATIONAL AREAS

- **Building Trades/Carpentry**
- **Forestry/Heavy Equipment**
- **Graphic Arts/Printing**
- **Marketing/Management**

SUMMER ACADEMY COORDINATORS:

Mrs. Gloria Dube
Mr. David Mason

Oxford Hills Tech
5 Madison Avenue
Oxford, ME 04270
Telephone: 743-7756

AN EQUAL OPPORTUNITY EMPLOYER

FUNDING

The Summer Academy is funded by a Sex Equity Cadre grant from the Maine Department of Education.

OXFORD HILLS
TECHNICAL [illegible]

SUMMER ACADEMY

1994

"An exploratory experience of new/traditional occupations by 5th and 6th grade youngsters."

SESSION ONE
JULY 11 - 15

SESSION TWO
JULY 18 - 22

BEST COPY AVAILABLE

MISSION STATEMENT

The mission of the Oxford Hills Technical School Summer Academy is to expose elementary school students to new/traditional vocational options. By raising the consciousness of students to these options, we hope to reduce sex discrimination caused by sex bias, sex role stereotyping, and low aspirations. All participants will rotate through a variety of vocational settings designed to promote freedom of choice.

STUDENT ELIGIBILITY

Students from seven area elementary schools entering the 5th or 6th grade next Fall will be chosen by their respective Building Principal.

Students who will profit academically, emotionally and socially will be selected.

Selection criteria will include, but not be limited to, students who:

(1) prefer an applied learning style,

(2) need encouragement in school, and

(3) may be positively influenced by this experience.

Parental observers should make arrangements with the Summer Academy Coordinators, if they wish to attend any of the sessions. We welcome parental support and any volunteer time for our activities.

SUMMER SESSIONS

There will be two sessions of the Summer Academy:

SESSION ONE: JULY 11 - 15
SESSION TWO: JULY 18 - 22

SESSION ONE will include students from each of the following schools:

Harrison Elementary School
Harrison
Oxford Elementary School
Oxford
Guy E. Rowe School
Norway
Agnes Gray Elementary School
West Paris

SESSION TWO will include students from each of the following schools:

Hartford-Sumner Elementary School
Sumner
Otisfield Elementary School
Otisfield
Waterford Elementary School
Waterford
Guy E. Rowe Elementary School
Norway

SCHEDULE

The Academy will begin at 8:30 a.m. and will end at 2:00 p.m., daily.

TRANSPORTATION

Students will be transported to and from their respective elementary schools by their parents. However, Oxford Hills Tech School will transport participants from school yard (elementary) to school yard on Madison Ave. in Oxford.

LUNCH

Students should bring a "brown bag" lunch and a beverage from home. Snacks will be provided gratis.

ACTIVITIES

In addition to classroom & hands-on activities associated with various occupational fields, all students will participate in several physical events such as swimming, volleyball, and kickball. Arts & crafts and music will also be featured.

OXFORD HILLS TECHNICAL SCHOOL

1994 SUMMER ACADEMY

APPLICATION FOR ADMISSION

NAME______________________________ GRADE__________

ADDRESS____

TOWN______________________________ ZIP__________

TELEPHONE________________ DATE OF BIRTH____________

PRESENT ELEMENTARY SCHOOL__________________________

PARENT/GUARDIAN__________________________________

ADDRESS____

HEALTH INFORMATION: Please list any medication your child is taking, or any allergies he/she may have.

RECORD RELEASE AND FIELD TRIP AUTHORIZATION

I hereby grant approval of this application and my permission for the release of any and all school records concerning my son/daughter to Oxford Hills Technical School. I certify the above information to be complete and accurate. I also grant approval for my son/daughter to participate in any and all field trips during his/her week at the Summer Academy.

____________________________ ______________
Student Signature Date

____________________________ ______________
Parent/Guardian Signature Date

SUMMER ACADEMY

SCHEDULE OF EVENTS

Monday

8:00	A.M.	Assembly
8:20		Occupation #1
9:30		Snack/Break
9:45		Group Activity (To Be Announced)
10:45		Occupation #1
11:45		Lunch/Recess
12:30		Occupation #2
1:30	P.M.	Group Activity
2:00		Depart for home schools

Tuesday

8:00	A.M.	Assembly
8:20		Occupation #2
9:30		Snack/Break
9:45		Group Activity (To Be Announced)
10:45		Occupation #3
11:45		Lunch/Recess
12:30		Occupation #3
1:30	P.M.	Group Activity
2:00		Depart for home schools

Wednesday

8:00	A.M.	Assembly
8:30		Field Trip/Picnic
1:45	P.M.	Return to OHTS/Assembly
2:00		Depart for home schools

Thursday

8:00	A.M.	Assembly
8:20		Occupation #4
9:30		Snack/Break
9:45		Group Activity (To Be Announced)
10:45		Occupation #4
11:45		Lunch/Recess
12:30		Occupation #1,2,3 or 4, finish up
1:30	P.M.	Group Activity (To Finish up crafts)
2:00		Depart for home schools

Friday

8:00	A.M.	Assembly
8:20		Occupation #1,2,3, or 4, finish up
9:30		Snack/Break
9:45		Group Activity (To Be Announced)
11:45		Lunch/Recess
12:30		Award Ceremony
2:00		Depart for home schools

SUMMER ACADEMY INFORMATION SHEET
1994

The O.H.T.S. Region XI Summer Academy 1994 is a supervised and planned day camp for students entering the fifth and sixth grades. The "Academy" will offer a blending of traditional and non-traditional occupation options with many different activities during the day. Our trained and experienced staff, comprised of teachers and high school student assistants, will lead your children through their paces. In addition to the classroom and hands-on activities associated with the vocational programs, the staff will oversee volleyball, kickball, swimming, arts and crafts, and entertainment events.

WHO . . . . WHEN . . . . WHAT . . . . WHERE . . . . HOW . . .

Who: Students going into the 5th and 6th grade next fall from the local schools.

When: Two sessions will be held. Session one is from July 11-15. Session two is from July 18-22.

Session One Schools	Session Two Schools
Harrison	Agnes Gray
Oxford	Otisfield
Guy E. Rowe	Guy E. Rowe
Hartford/Sumner	Waterford

What time: Each day begins at 8:00 AM and ends at 2:00 PM.

Where: Oxford Hills Technical School (Vocational Region XI). 5 Madison Avenue, Oxford, Me. 04268 (Next door to Ames Department Store)

How: Students will transported to and from their respective elementary schools each day. Parents should plan to drop children off at the school prior to 7:35 AM and plan to pick them up at 2:30 PM. Also, parents will need to provide a brown-bag lunch and beverage for their son/daughter each day. Snacks will be provided by the school. Guy E. Rowe School students will be picked up about 7:55 AM and dropped off at 2:05 PM.

OHTS OXFORD HILLS TECHNICAL SCHOOL
5 Madison Avenue
Oxford, Maine
TEL: (207) 743-7756
FAX: (207) 743-0667

James W. McKinney, Jr.
Director

Mailing Address:
P.O. Box 313
Norway, Maine 04268

*Buckfield * Harrison * Hartford * Hebron * Norway * Otisfield * Oxford * Paris * Sumner * Waterford * West Paris*

Dear ________________

Congratulations!! You have been chosen to attend the O.H.T.S. (Region XI) Summer Academy. The academy is designed to provide the opportunity for students to take part in Technical Programs at the school. This is a rare chance for elementary students to have fun and learn about possible future careers.

It will give students an opportunity to take part in traditional and non-traditional programs. We hope they will choose a career and feel comfortable doing what they want without worrying about biases.

All students must bring a brown bag lunch and drink each day. We will provide a morning snack. We will pick up the children at the elementary school so please have them there at 7:35 A.M. and we will drop them back off at the elementary school between 2:20 and 2:30. The Guy E. Rowe School students will be picked up about 7:55 AM and dropped off about 2:05 PM. On Tuesday we will do tie dying so please have the student bring in a white T-shirt or something they want tie-dyed.

Any questions at all please give us a call at O.H.T.S. The number is 743-7756. We are really looking forward to a great week.

Sincerely,

Gloria Dube
Gloria Dube, Coordinator

David J. Mason
David Mason, Coordinator

Tolerance - Members of the Penobscot Teen Theatre in Bangor make a presentation during the Foster Technology Center's Aspirations Day. Students at the school participated in various programs throughout the day that were focused on tolerance, alcohol use and sexual harassment. (Photo by David McLaughlin)

Aspirations Day focuses on tolerance, life lessons

By David McLaughlin

FARMINGTON - Understanding feelings and how teenagers react to peer pressure situations highlighted Foster Technology's Center's Aspirations Day.

"The whole day went very well," FTC principal Richard Harvey said. "The students did a great job and learned a lot about themselves."

The day opened with three presentations by the Penobscot Teen Theatre, a group of young adults ages 16 to 24 from the Bangor area. Situational skits, asking what students would do were presented in the areas of tolerance, alcohol use and sexual harassment.

"What we try to do is present problems for the students to think about," Marlon Weaver, a member of PTT said. "We try to get the audience to think about solutions to what we are doing."

"We want to help people learn to deal with situations," Ninnette Blomiley, also a PTT member added. "We emphasize people learning to work together with people."

Following the PTT presentations, students were able to choose from five 30-minute presentations during three afternoon sessions on aspects of self-esteem and aspirations.

Group discussions about what it is really like to be a member of the work force were led by Letty Pryor. A group of panelists shared their true-to-life experiences about apartment hunting, car shopping, job searching and living on their own to help students understand what life after high school holds for them.

Also, Maureen Page explained the difference between love and lust, helping students recognize if a relationship is meaningful or not. Rocky Bjorn talked about affordable coverage for your vehicle and explained the different types of automobile coverage available and groups of panelist discussed self-esteem and positive self-imaging.

TEAM CADRE

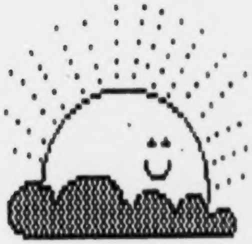
Mrs. Ann DeRaspe	Vocational Foods Instructor
Mr. Ray Therrien	Alternative Education Instructor
Dr. Letty Pryor	UMF Women's Center
Mrs. Leatrice Orr	S.A.D. #9 Affirmative Action Officer
Mr. Graydon Robinson	S.A.D. #9 Guidance Coordinator
Mr. Paul Brown	Principal Mt. Blue Junior High School
Ms. Debbie Buckley	Transition Coordinator
Mr. Richard Harvey	Principal Foster Vocational Center
Ms. Linda Schofield	Shiretown Tire

The changing nature of the work force assures us that our ability to sustain our Vocational Programs, Services, and Activities is contingent upon the recruitment and retention of non-traditional populations.

Given this, we must develop sound and effective strategies for retaining and attracting more women and girls to vocational education especially non-traditional vocational education. At the same time we must offer incentives to women and girls which will make vocational education attractive to them and which will assure them that vocational education is a safe and supportive environment, thus ensuring a high retention rate.

Team CADRE

ASPIRATIONS
1991



ATTITUDES FOR TOMORROW

VOCATIONAL STUDENT WORKSHOP

PRESENTED BY TEAM CADRE

FRIDAY, MAY 17, 1991

8:00 a.m. - 2:00 p.m.

FOSTER REGIONAL VOCATIONAL CENTER

FARMINGTON, MAINE 04938

ASPIRATIONS DAY PROGRAM

8:15 - 10:00 a.m.

TEENS IN THEATRE
Team from University of Maine Orono
Auditorium/Gymnasium

10:00 - 10:15 a.m.

SNACK BREAK

10:15 - 12:00 p.m.

COOPERATIVE LEARNING ACTIVITIES
Chris Yardley and Lynn Ploof-Davis

12:00 - 12:30

LUNCH

12:30 - 1:45

ROOM 411 - EMANCIPATION
ROOM 413 - POST SECONDARY EDUCATION
ROOM 409 - PERSONNNEL - HOW TO GET A JOB AND KEEP IT
ROOM 414 - PEOPLE IN NON-TRADITIONAL ROLES (PANEL)

STUDENTS SELECT THREE OF THE FOUR

TEENS IN THEATRE

University of Maine at Orono presents skits which has the purpose of raising interest and awareness levels among students and adults about the issues surrounding aspirations.

COOPERATIVE LEARNING ACTIVITIES

This will offer the opportunity for group problem solving. Students and staff will interact and depend on each other to overcome various challenges.

LUNCH - Buffet style

Pick up soda/Italian in the Vocational corridor.
Go to the room that you will hear your first speakers.
Chips and dessert will be in the room.

EMANCIPATION: Responsibilities of living on your own.

POST SECONDARY EDUCATION: What college life is like.

PERSONNEL - HOW TO GET A JOB AND KEEP IT: Job seeking skills.

PEOPLE IN NON-TRADITIONAL ROLES: Four people will discuss their experiences in non-traditional employment.

A-4
H-3

WATERVILLE REGIONAL VOCATIONAL CENTER

Mark C. Powers
Director

Nicholas S. Vafiades
Vocational Coordinator

ONE BROOKLYN AVE.
WATERVILLE, ME 0490
(207) 873-0102

Duty A + B

TO: Instructors

FROM: Nicholas S. Vafiades
Vocational Coordinator

DATE: April 4, 1994

RE: 8th Grade Tours

As previously posted on daily announcements, Lawrence Jr. High will send students to tour the Vocational Center on April 5 and 6 in both the AM and PM Sessions. Groups will be approximately 50 in number and will be divided into four tours per session.

KEY POINTS

- The purpose of this tour is occupational exploration
- There will be four tours in your class at separate times
- A student from the Leadership Council will bring groups to your class
- Have a designated person greet each group and give a three to five minute presentation about the work in the occupational area
- Be sure your whole class is prepared to give a good image of our school

NV3741g.nic

C-4 STUDENT AUDIENCE

GENDER EQUITY & MULTICULTURAL AWARENESS

CYCLE OF OPPRESSION

BORN - (no choice about social/economic group membership)

SYSTEMATIC TRAINING:

- stereotypes
- myths
- missing information
- biased history

TAUGHT BY:

- parents
- friends
- relatives
- role models
- culture
- institutions

REINFORCED BY:

- personal experience
- culture
- institutions

RESULTS IN:

- unconscious, well intended behavior
- denial, collusion, anger, hostility
- pressure to "not make wars"

INTERRUPTING CYCLE:

Relearning:
- personal
- professional
- social behavior

OPPRESSION INVOLVES ISSUES OF:

Race Class
Sex Age
Religion Handicap
Sexual preferance

---

[1] Loel L. Green, Canton, NY

PROPOSED DIVERSITY DAY

Activities and Course Selection
Foster Applied Technology Center
Farmington, Maine

I. Keynote Speaker
  A. 1,000 People
  B. In Gymnasium

II. Three consecutive sessions with 250-300 students per session in Auditorium.

III. Twenty-thirty small group sessions.
  A. Concurrent with Auditorium sessions.
  B. Presentations to be diverse and celebratory.

IV. Dance/Movement/Music in Gym.

Miscellaneous Pertinent Information

- Approximate number of parents (25), students (150), teachers (50), who have volunteered to assist in this endeavor (225 total).

- Number of Presenters volunteering free services (approximately 50).

- School climate is open and receptive to this learning.

- Community parents have volunteered to help organize and to support this endeavor.

- A cross section of students has met with parents, teachers, and Mr. Ward to initiate and facilitate this day.

- Mr. Harvey and Mr. Robinson from the Tech. Center will organize and schedule Diversity Day sessions.

DIVERSITY FACT SHEET

Mt. Blue High School/Foster Technical Center
November 18, 1993

1. Diversity Team Formed, Spring 1993
2. Teacher Awareness Diversity Meeting Facilitated by Maureen Page, Spring 1993
3. Future Business Leaders of America sponsored two Diversity Awareness Meetings during Enrichment Period. Ray Therrien, Coordinating, October 1993.
4. Parents initiated evening meetings for parents, students, teachers - ongoing.
5. Student/Staff fact sheet and homeroom discussion about it, October 1993.
6. Ray Therrien is writing a grant on this topic, October 1993.
7. L.A. Student Theater performed for grades 9 & 10 about personal choices, October 1993.
8. Western Maine Partnership "Gender Issues in Education" Workshop attended by some MBHS staff, October 1993.
9. Films on diversity, on loan from Nelia Farmer, shown in some classes, ongoing.
10. Diversity Visual Communication Project completed by FBLA members, November 1993.
11. CADRE continues its work encouraging non-traditional roles in education, ongoing.
12. Staff Development Workshop on Diversity presented by Diversity Team, November 12, 1993.
13. Diversity Day scheduled for January 18, 1994.
14. Mr. Ward has met with student leaders and student representatives from Parent/Student/Teacher group.

DIVERSITY DAY - COURSE SELECTIONS

109 **Names Can Hurt Us!**
In this session you will discuss the impact that hurtful words can have on self-esteem and the development of human relations. You will view and discuss a short film in which a group of students are challenged to develop the courage to become advocates of reducing prejudice.

110 **Poverty and Homelessness**
Between 1980 and 1990, federal low-income housing programs were cut by 75 percent, leaving millions poor and/or homeless. The causes of homelessness are many and complex, and the problems will not be solved unless people become better educated on the subject. In this session you will examine and explore this national human crisis, and consider solutions.

111 **Racism in America**
This lecture/discussion will include a comparative study of racism in Malaysia and racism in America today. The presenter, who was born in India and raised in Malaysia, brings a fresh perspective to a continuing problem in this country.

112 **Reducing Homophobia at Choate Rosemary Hall**
In this session you will hear straight talk about gay and lesbian issues and have the opportunity to ask questions. This session is designed for those who are new to the discussion of these issues.

113 **Sexual Orientation Issues: An Open Forum**
This session is designed for those who have had many opportunities to talk about and debate gay and lesbian issues. You will have the opportunity to build on past discussions and experiences. Members of SMAC are encouraged to attend this session.

114 **Tales From the First World**
Two storytellers present stories through song and dance about people in West Africa, the Caribbean, and black America. You are encouraged to actively participate.

115 **Tales of Fairmont Avenue**
Listen to a skilled storyteller weave original tales of growing up in West Philadelphia. Learn about the art of storytelling and ways to create your own stories.

116 **Talking About Our Lives: Students of Color in Independent Schools**
Recently, there have been a number of books, films, and documentaries dealing with the lives of students of color in independent schools. In this workshop you will have an opportunity to begin a discussion about the lives of students of color on this campus and on others. After viewing the award-winning video about students of color at Groton, discussion will focus on experiences of students both in and out of the classroom. The discussion will culminate in a list of strategies for the survival of

students of color in independent schools. This workshop is NOT limited to students of color. All interested members of the CRH community are encouraged to attend.

117 **The Exploitation of Africa**
African civilization was heavily influenced by Western Colonialism in the 19th and 20th centuries. View the award-winning and controversial PBS film made by Nigerian Ali Mazuri and hear an African perspective on this important issue.

118 **The History of the Non-Violence Movement**
In this lecture/discussion you will have the opportunity to explore the roots of the non-violent movement. You will compare and contrast four famous proponents of non-violence (Thoreau, Ghandi, Tolstoy and King), and end with a discussion of the place of a non-violent philosophy in the world today.

119 **The Longest Running Human Holocaust — 500 Years of Oppression: 1492-1992**
This lecture/discussion will introduce and sensitize you to the status of indigenous nations in the United States today. You will have the opportunity to discuss with a Native American educator a historical overview of the socio-political interaction between indigenous nations and Euro-American societies.

120 **Triumph of the Will**
In this session you will have the opportunity to watch and discuss Adolph Hitler's biggest propaganda film, "Triumph of the Will," a rallying point for the Nazi Party. This film serves as a "documentary" record of the 1934 Nazi Party Congress in Nuremberg. Many consider this film the most powerful and dangerous propaganda film ever made.

121 **White Privilege: Myth or Reality?**
What happens when a Black man and a White man try to buy the same car, rent the same apartment, and apply for the same job? How does birth color affect them — affect us? What benefits or consequences do we experience daily because of our race? This workshop will explore the role which race plays in determining how others treat us.

201 **African American Music: The Roots of Rock and Roll**
Did James Brown really invent the "Moonwalk?" Why did Elvis record "Mystery Train?" Was the music of Jerry Lee Lewis and Chuck Berry really corrupting the minds of young teenagers? What was the significance of "Sgt. Pepper's Lonely Hearts Club Band?" Where did rock and roll die? Was it at Woodstock — or was it at Altamount? The music business vs the music business? You will have all of these questions answered ... and more. Come to listen to great music — come to talk about great artists — come to ask questions about our musical history.

202 **AIDS: What You Need to Know**

The AIDS virus is a threat to people in ALL walks of life: young and old; rich and poor; homosexual and heterosexual; male and female; Asian, Latino, Black, White, Native American. This video, narrated by C. Everett Koop, will shatter the myths surrounding AIDS and will shed light on a problem labeled, "the plague of the 20th century."

203 **Americans with Disabilities Act (ADA)**
A new Federal law has been enacted to protect over 40 million disabled Americans. You will explore and discuss the implications of this new law for Choate Rosemary Hall.

204 **Anarchy Around the World**
In this lecture/discussion you will learn the meaning of *anarchy*, exploring it from many perspectives and many different lands.

205 **Beginning Sign Language**
You will learn the basics of Signed Exact English: the manual alphabet and 50-100 of the most commonly used signs. You will leave the class "signing!"

206 **Charon's Boat: How We Bury Our Dead**
How we approach death, observe this passage and tend to the burial of the body offers insight into our traditions and understanding of human life. Members of some ethnic groups mark the event with great festivity; others with deepest mourning. You will have an opportunity to explore the ways different cultures — with different expectations for what occurs after death — approach the death ritual.

207 **Divine Horsemen: The Living Gods of Haiti**
As a traveler on this video journey into the fascinating world of the Voudoun religion of Haiti, you will attend the rituals of the Rada, Petro and Congo cults, whose devotees commune with the cosmic powers through invocations. There will be ample time for discussion of this often misunderstood religion.

215 **Post-Bop: Jazz from 1950 and Beyond**
Jazz music is the pre-eminent multicultural American art form. Last year three CRH teachers explored the roots and the evolution of the Be-Bop movement in the 1940's. This year they move to the Post-Bop era of the 1950's — and beyond. You will listen to the music of Miles Davis, John Coltrane, Stan Getz, Horace Silver and many others. A final statement on jazz and the fusion movement of the 1970's will conclude the listening/analysis.

216 **Rage and Hope: The State of the Natural World**
In this multi-media presentation (vcr, slides, videodisc and computer link), you will experience a collage of images and folk-rock music, reflecting our concerns about the state of the natural world.

217 **Rape Culture**
Nowhere is the relationship between rape and our culture's sexual fantasy better illustrated than in this film examination of popular media and film. The film attempts to expand our society's narrow concept of rape to its real and accurate limits. There will be ample time for discussion of this serious and growing problem in America.

218 **Science in the 20th Century: A More Inclusive Perspective**
This slide/lecture/discussion will focus on the role of women and people of color in the development of our understanding of nature through science. You will meet scientists from ancient times to the present.

219 **Starving for Perfection: An Intimate Look at Eating Disorders**
Over the past two decades, media and cinema have focused on the thin, trim female. Society has responded to this focus with an unending number of diets, exercise programs, health clubs, videotapes, magazines, and equipment that promise to make the body beautiful. Unfortunately, the impact of the new standards has also produced a steadily escalating number of women who are falling victim to anorexia, bulimia and compulsive overeating. After viewing this film, you will have the opportunity to discuss the pressures on men and women.

220 **Tantra of Gyuto: Sacred Rituals of Tibet**
You will learn more about Tibetan history and religion in this film account of the secret Tibetan Buddhist ceremonies by monks of Gyuto Tantric College. Through ritual and mantric power, the monks use sound to effect a specific change in the individual and his environment.

221 **The Athlete as Victim**
Panelists will explore the exploitation and victimization of men and women in the world of "sport." There will be ample time to discuss and debate this important issue.

C-6
F-3
G-4
I-13
K-2

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Sexual Harassment

The following EEOC policy statement was issued on March 19, 1990.

EEOC Policy Guidance

Subject Matter

This document provides guidance on defining sexual harassment and establishing employer liability in light of recent cases.

Section 703(a)(1) of Title VII, 42 U.S.C. §2000e-2(a) provides:

> It shall be an unlawful employment practice for an employer — . . . to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin[.]

In 1980 the Commission issued guidelines declaring sexual harassment a violation of Section 703 of Title VII, establishing criteria for determining when unwelcome conduct of a sexual nature constitutes sexual harassment, defining the circumstances under which an employer may be held liable, and suggesting affirmative steps an employer should take to prevent sexual harassment. *See* Section 1604.11 of the Guidelines on Discrimination Because of Sex, 29 C.F.R. §1604.11 ("Guidelines"). The Commission has applied the Guidelines in its enforcement litigation, and many lower courts have relied on the Guidelines.

The issue of whether sexual harassment violates Title VII reached the Supreme Court in 1986 in *Meritor Savings Bank v. Vinson*, 106 S. Ct. 2399, 40 EPD ¶36,159 (1986). The Court affirmed the basic premises of the Guidelines as well as the Commission's definition. The purpose of this document is to provide guidance on the following issues in light of the developing law after *Vinson:*

- determining whether sexual conduct is "unwelcome;"
- evaluating evidence of harassment;
- determining whether a work environment is sexually "hostile;"
- holding employers liable for sexual harassment by supervisors; and
- evaluating preventive and remedial action taken in response to claims of sexual harassment.

Background

A. Definition

Title VII does not proscribe all conduct of a sexual nature in the workplace. Thus it is crucial to clearly define sexual harassment: only unwelcome sexual conduct that is a term or condition of employment constitutes a violation. 29 C.F.R. §1604.11(a). The EEOC's Guidelines define two types of sexual harassment: "quid pro quo" and "hostile environment." The Guidelines provide that "unwelcome" sexual conduct constitutes sexual harassment when "submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment," 29 C.F.R. §1604.11(a)(1). "Quid pro quo harassment" occurs when "submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual," 29 C.F.R. §1604.11(a)(2).[1] The EEOC's Guidelines also recognize that unwelcome sexual conduct that "unreasonably interfer[es] with an individual's job performance" or creates an "intimidating, hostile, or offensive working environment" can constitute sex discrimination, even if it leads to no tangible or economic job consequences. 29 C.F.R. §1604.11(a)(3).[2] The Supreme Court's decision in *Vinson* established that both types of sexual harassment are actionable under section 703 of Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e-2(a), as forms of sex discrimination.

Although "quid pro quo" and "hostile environment" harassment are theoretically distinct claims, the line between the two is not always clear and the two forms of harassment often occur together. For example, an employee's tangible job conditions are affected when a sexually hostile work environment results in her constructive discharge.[3] Similarly, a supervisor who makes sexual advances toward a subordinate employee may communicate an implicit threat to adversely affect her job status if she does not comply. "Hostile environment" harassment may acquire characteristics of "quid pro quo" harassment if the offending supervisor abuses his authority over employment decisions to force the victim to endure or participate in the sexual conduct. Sexual harassment may culminate in a retaliatory discharge if a victim tells the harasser or her employer she will no longer submit to the harassment, and is then fired in retaliation for this protest. Under these circumstances it would be appropriate to conclude that both harassment and retaliation in violation of section 704(a) of Title VII have occurred.

Distinguishing between the two types of harassment is necessary when determining the employer's liability (*see infra* Section D). But while categorizing sexual harassment as "quid pro quo," "hostile environment," or both is useful analytically these distinctions should not limit the Commission's investigations,[4] which generally should consider all available evidence and testimony under all possibly applicable theories. [5]

B. Supreme Court's Decision in Vinson

Meritor Saving Bank v. Vinson posed three questions for the Supreme Court:

(1) Does unwelcome sexual behavior that creates a hostile working environment constitute employment discrimination on the basis of sex;

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[1] *See, e.g., Miller v. Bank of America*, 600 F.2d 211, 20 EPD ¶30,086 (9th Cir. 1979) (plaintiff discharged when she refused to cooperate with her supervisor's sexual advances); *Barnes v. Castle*, 561 F.2d 983, 14 EPD ¶7755 (D.C. Cir. 1977) (plaintiff's job abolished after she refused to submit to her supervisor's sexual advances); Williams v. Saxbe, 413 F. Supp. 665, 11 EPD 10,840 (D.D.C. 1976), *rev'd and remanded on other grounds sub nom. Williams v. Bell*, 587 F. 2d 1240, 17 EPD ¶8605 (D.C. Cir. 1978), *on remand sub nom. Williams v. Civiletti*, 487 F. Supp. 1387, 23 EPD ¶30,916 (D.D.C. 1980) (plaintiff reprimanded and eventually terminated for refusing to submit to her supervisor's sexual demands).

[2] *See, e.g., Katz v. Dole*, 709 F.2d 251, 32 EPD ¶33,639 (4th Cir. 1983) (plaintiff's workplace pervaded with sexual slur, insult, and innuendo and plaintiff subjected to verbal sexual harassment consisting of extremely vulgar and offensive sexually related epithets); *Henson v. City of Dundee*, 682 F. 2d 897, 29 EPD ¶32,993 (11th Cir. 1982) (plaintiff's supervisor subjected her to numerous harangues of demeaning sexual inquiries and vulgarities and repeated requests that she have sexual relations with him); *Bundy v. Jackson*, 641 F.2d 934, 24 EPD ¶31,439 (D.C. Cir. 1981) (plaintiff subjected to sexual propositions by supervisors, and sexual intimidation was "standard operating procedure" in workplace).

[3] To avoid cumbersome use of both masculine and feminine pronouns, this document will refer to harassers as males and victims as females. The Commission recognizes, however, that men may also be victims and women may also be harassers.

[4] For a description of the respective roles of the Commission and other federal agencies in investigating complaints of discrimination in the federal sector, *see* 29 C.F.R. §1613.216.

[5] In a subsection entitled "Other related practices," the Guidelines also provide that where an employment opportunity or benefit is granted because of an individual's "submission to the employer's sexual advances or requests for sexual favors," the employer may be liable for unlawful sex discrimination against others who were qualified for but were denied the opportunity or benefit. 29 C.F.R. §1604.11(g). The law is unsettled as to when a Title VII violation can be established in these circumstances. *See, DeCintio v. Westchester County Medical Center*, 807 F.2d 304, 42 EPD ¶36,785 (2d Cir. 1986); *cert. denied*, 108 S.Ct. 89, 44 EPD ¶37,425 (1987); *King v. Palmer*, 778 F.2d 878, 39 EPD ¶35,808 (D.C. Cir. 1985), *decision on remand*, 641 F.Supp. 186, 40 EPD ¶36,245 (D.D.C. 1986); *Broderick v. Ruder*, 46 EPD ¶37,963 (D.D.C. 1988); *Miller v. Aluminum Co. of America*, 679 F.Supp. 495, 500-01 (W.D. Pa.), *aff'd mem.* No. 88-3099 (3d Cir. 1988). However, the Commission recently analyzed the issues in its "Policy Guidance on Employer Liability Under Title VII for Sexual Favoritism" dated January 1990.

(2) Can a Title VII violation be shown when the district court found that any sexual relationship that existed between the plaintiff and her supervisor was a "voluntary one"; and

(3) Is an employer strictly liable for an offensive working environment created by a supervisor's sexual advances when the employer does not know of, and could not reasonably have known of, the supervisor's misconduct.

1) Facts — The plaintiff had alleged that her supervisor constantly subjected her to sexual harassment both during and after business hours, on and off the employer's premises; she alleged that he forced her to have sexual intercourse with him on numerous occasions, fondled her in front of other employees, followed her into the women's restroom and exposed himself to her, and even raped her on several occasions. She alleged that she submitted for fear of jeopardizing her employment. She testified, however, that this conduct had ceased almost a year before she first complained in any way, by filing a Title VII suit; her EEOC charge was filed later (*see infra* at n.34). The supervisor and the employer denied all of her allegations and claimed they were fabricated in response to a work dispute.

2) Lower Court's Decisions — After trial, the district court found the plaintiff was not the victim of sexual harassment and was not required to grant sexual favors as a condition of employment or promotion. *Vinson v. Taylor*, 22 EPD ¶30,708 (D.D.C. 1980). Without resolving the conflicting testimony, the district court found that if a sexual relationship had existed between plaintiff and her supervisor, it was "a voluntary one . . . having nothing to do with her continued employment." The district court nonetheless went on to hold that the employer was not liable for its supervisor's actions because it had no notice of her alleged sexual harassment; although the employer had a policy against discrimination and an internal grievance procedure, the plaintiff had never lodged a complaint.

The court of appeals reversed and remanded, holding the lower court should have considered whether the evidence established a violation under the "hostile environment" theory. *Vinson v. Taylor*, 753 F.2d 141, 36 EPD ¶34,949, *denial of rehearing en banc*, 760 F.2d 1330, 37 EPD ¶35,232 (D.C. Cir. 1985). The court ruled that a victim's "voluntary" submission to sexual advances has "no materiality whatsoever" to the proper inquiry: whether "toleration of sexual harassment [was] a condition of her employment." The court further held that an employer is absolutely liable for sexual harassment committed by a supervisory employee, regardless of whether the employer actually knew or reasonably could have known of the misconduct, or would have disapproved of and stopped the misconduct if aware of it.

3) Supreme Court's Opinion — The Supreme Court agreed that the case should be remanded for consideration under the "hostile environment" theory and held that the proper inquiry focuses on the "unwelcomeness" of the victim's participation. But the Court held that the court of appeals erred in concluding that employers are always automatically liable for sexual harassment by their supervisory employees.

a) "Hostile Environment" Violates Title VII — The Court rejected the employer's contention that Title VII prohibits only discrimination that causes "economic" or "tangible" injury: "Title VII affords employees the right to work in an environment free from discriminatory intimidation, ridicule, and insult" whether based on sex, race, religion, or national origin. 106 S.Ct. at 2405. Relying on the EEOC's Guidelines' definition of harassment,[6] the Court held that a plaintiff may establish a violation of Title VII "by proving that discrimination based on sex has created a hostile or abusive work environment." *Id*. The Court quoted the Eleventh Circuit's decision in *Henson v. City of Dundee*, 682 F.2d 897, 902 29 EPD ¶32,993 (11th Cir. 1982):

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[6] The Court stated that the guidelines, "'while not controlling upon the courts by reason of their authority, do constitute a body of experience and informed judgment to which courts and litigants may properly resort for guidance.'" *Vinson*, 106 S.Ct. at 2405 (quoting *General Electric Co. v. Gilbert*, 429 U.S. 125, 141-42 EPD ¶11,240, (1976), quoting in turn *Skidmore v. Swift & Co.*, 323 U.S. 134 (1944)).

> Sexual harassment which creates a hostile or offensive environment for members of one sex is every bit the arbitrary barrier to sexual equality at the workplace that racial harassment is to racial equality. Surely, a requirement that a man or woman run a gauntlet of sexual abuse in return for the privilege of being allowed to work and make a living can be as demeaning and disconcerting as the harshest of racial epithets.

106 S.Ct. at 2406. The Court further held that for harassment to violate Title VII, it must be "sufficiently severe or pervasive 'to alter the conditions of [the victim's] employment and create an abusive working environment.'" *Id.* (quoting *Henson*, 682 F.2d at 904).

b) Conduct Must Be "Unwelcome" — Citing the EEOC's Guidelines, the Court said the gravamen of a sexual harassment claim is that the alleged sexual advances were "unwelcome." 106 S.Ct. at 2406. Therefore, "the fact that sex-related conduct was 'voluntary,' in the sense that the complainant was not forced to participate against her will, is not a defense to a sexual harassment suit brought under Title VII . . . . The correct inquiry is whether [the victim] by her conduct indicated that the alleged sexual advances were unwelcome, not whether her actual participation in sexual intercourse was voluntary." *Id.* Evidence of a complainant's sexually provocative speech or dress may be relevant in determining whether she found particular advances unwelcome, but should be admitted with caution in light of the potential for unfair prejudice, the Court held.

c) Employer Liability Established Under Agency Principles — On the question of employer liability in "hostile environment" cases, the Court agreed with EEOC's position that agency principles should be used for guidance. While declining to issue a "definitive rule on employer liability," the Court did reject both the court of appeals' rule of automatic liability for the actions of supervisors and the employer's position that notice is always required. 106 S.Ct. at 2408-09.

The following sections of this document provide guidance on the issues addressed in *Vinson* and subsequent cases.

Guidance

A. Determining Whether Sexual Conduct Is Unwelcome

Sexual harassment is "unwelcome . . . . verbal or physical conduct of a sexual nature . . . ." 29 C.F.R. §1604.11(a). Because sexual attraction may often play a role in the day-to-day social exchange between employees, "the distinction between invited, uninvited-but-welcome, offensive-but-tolerated, and flatly rejected" sexual advances may well be difficult to discern. *Barnes v. Costle*, 561 F.2d 983, 999, 14 EPD ¶7755 (D.C. Cir. 1977) (MacKinnon J., concurring). But this distinction is essential because sexual conduct becomes unlawful only when it is unwelcome. The Eleventh Circuit provided a general definition of "unwelcome conduct" in *Henson v. City of Dundee*, 682 F.2d at 903: the challenged conduct must be unwelcome "in the sense that the employee did not solicit or incite it, and in the sense that the employee regarded the conduct as undesirable or offensive."

When confronted with conflicting evidence as to welcomeness, the Commission looks "at the record as a whole and at the totality of circumstances . . ." 29 C.F.R. §1604.11(b), evaluating each situation on a case-by-case basis. When there is some indication of unwelcomeness or when the credibility of the parties is at issue, the charging party's claims will be considerably strengthened if she made a contemporaneous complaint or protest.[7] Particularly when the alleged harasser may have some reason (e.g., a prior consensual relationship) to believe that the advances will be welcomed, it is important for the victim to communicate that the conduct is unwelcome. Generally, victims are well-advised to assert their right to a workplace free from sexual harassment. This may stop the harassment before it becomes more serious. A contemporaneous complaint or protest may also provide persuasive evidence that the sexual harassment in fact occurred as alleged (*see infra* Section B). Thus, in investigating sexual harassment charges, it is important to develop detailed evidence of the circumstances and nature of any such complaints or protests, whether to the alleged harasser, higher management, co-workers or others.[8]

While a complaint or protest is helpful to a charging party's cases, it is not a necessary element of the claim. Indeed, the Commission recognizes that victims may fear repercussions from complaining about the harassment and that such fear may explain a delay in opposing the conduct. If the victim failed to complain or delayed in complaining, the investigation must ascertain why. The relevance of whether the victim has complained varies depending upon "the nature of the sexual advances and the context in which the alleged incidents occurred." 29 C.F.R. §1604.11(b).[9]

> *Example* — Charging Party (CP) alleges that her supervisor subjected her to unwelcome sexual advances that created a hostile work environment. The investigation into her charge discloses that her supervisor began making intermittent sexual advances to her in June, 1987, but she did not complain to management about the harassment. After the harassment continued and worsened, she filed a charge with EEOC in June, 1988. There is no evidence CP welcomed the advances. CP states that she feared that complaining about the harassment would cause her to lose her job. She also states that she initially believed she could resolve the situation herself, but as the harassment became more frequent and severe, she said she realized that intervention by EEOC was necessary. The investigator determines CP is credible and concludes that the delay in complaining does not undercut CP's claim.

When welcomeness is at issue, the investigation should determine whether the victim's conduct is consistent, or inconsistent, with her assertion that the sexual conduct is unwelcome.[10]

In *Vinson*, the Supreme Court made clear that voluntary submission to sexual conduct will not necessarily defeat a claim of sexual harassment. The correct inquiry "is whether [the employee] *by her conduct* indicated that the alleged sexual advances were unwelcome, not whether her actual participation in sexual intercourse was voluntary." 106 S.Ct. at 2406 (emphasis added). *See also* Commission Decision No. 84-1 ("acquiescence in sexual conduct at the workplace may not mean that the conduct is welcome to the individual").

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[7] For a complaint to be "contemporaneous," it should be made while the harassment is ongoing or shortly after it has ceased. For example, a victim of "hostile environment" harassment who resigns her job because working conditions have become intolerable would be considered to have made a contemporaneous complaint if she notified the employer of the harassment at the time of her departure or shortly thereafter. The employer has a duty to investigate and, if it finds the allegations true, to take remedial action including offering reinstatement (*see infra* Section E).

[8] Even when unwelcomeness is not at issue, the investigation should develop this evidence in order to aid in making credibility determinations (*see infra* p. 12).

[9] A victim of harassment need not always confront her harasser directly so long as her conduct demonstrates the harasser's behavior is unwelcome. *See e.g., Lipsett v. University of Puerto Rico*, 864 F.2d 881, 898, 48 EPD ¶38,393 (1st Cir. 1988) ("In some instances a woman may have the responsibility for telling the man directly that his comments or conduct is unwelcome. In other instances, however, a woman's consistent failure to respond to suggestive comments or gestures may be sufficient to communicate that the man's conduct is unwelcome"); Commission Decision No. 84-1, CCH EEOC Decisions ¶6839 (although charging parties did not confront their supervisor directly about his sexual remarks and gestures for fear of losing their jobs, evidence showing that they demonstrated through comments and actions that his conduct was unwelcome was sufficient to support a finding of harassment).

[10] Investigators and triers of fact rely on objective evidence, rather than subjective, uncommunicated feelings. For example, in *Ukarish v. Magnesium Electron*, 33 EPD ¶34,087 (D.N.J. 1983), the court rejected the plaintiff's claim that she was sexually harassed by her co-worker's language and gestures; although she indicated in her personal diary that she did not welcome the banter, she made no objection and indeed appeared to join in "as one of the boys." *Id.* at 32,118. In *Sardigal v. St. Louis National Stockyards Co.*, 41 EPD ¶36,613 (S.D. Ill. 1986), the plaintiff's allegation was found not credible because she visited her alleged harasser at the hospital and at his brother's home, and allowed him to come into her home alone at night after the alleged harassment occurred. Similarly, in the *Vinson* case, the district court noted the plaintiff had twice refused transfers to other offices located away from the alleged harasser. (In a particular charge, the significance of a charging party's refusing an offer to transfer will depend upon her reasons for doing so.)

In some cases the courts and the Commission have considered whether the complainant welcomed the sexual conduct by acting in a sexually aggressive manner, using sexually-oriented language, or soliciting the sexual conduct. Thus, in *Gan v. Kepro Circuit Systems*, 27 EPD ¶32,379 (E.D. Mo. 1982), the plaintiff regularly used vulgar language, initiated sexually-oriented conversations with her co-workers, asked male employees about their marital sex lives and whether they engaged in extramarital affairs, and discussed her own sexual encounters. In rejecting the plaintiff's claim of "hostile environment" harassment, the court found that any propositions or sexual remarks by co-workers were "prompted by her own sexual aggressiveness and her own sexually-explicit conversations." *Id.* at 23,648. [11] And in *Vinson*, the Supreme Court held that testimony about the plaintiff's provocative dress and publicly expressed sexual fantasies is not *per se* inadmissible but the trial court should carefully weigh its relevance against the potential for unfair prejudice. 106 S.Ct. at 2407.

Conversely, occasional use of sexually explicit language does not necessarily negate a claim that sexual conduct was unwelcome. Although a charging party's use of sexual terms or off-color jokes may suggest that sexual comments by others in that situation were not unwelcome, more extreme and abusive or persistent comments or a physical assault will not be excused, nor would "quid pro quo" harassment be allowed.

Any past conduct of the charging party that is offered to show "welcomeness" must relate to the alleged harasser. In *Swentek v. USAir, Inc.*, 830 F.2d 552, 557, 44 EPD ¶37,457 (4th Cir. 1987), the Fourth Circuit held the district court wrongly concluded that the plaintiff's own past conduct and use of foul language showed that "she was the kind of person who could not be offended by such comments and therefore welcomed them generally," even though she had told the harasser to leave her alone. Emphasizing that the proper inquiry is "whether plaintiff welcomed the particular conduct in question from the alleged harasser," the court of appeals held that "Plaintiff's use of foul language or sexual innuendo in a consensual setting does not waive 'her legal protections against unwelcome harassment.'" 830 F.2d at 557 (quoting *Katz v. Dole*, 709 F.2d 251, 254 n.3, 32 EPD ¶33,639 (4th Cir. 1983)). Thus, evidence concerning a charging party's general character and past behavior toward others has limited, if any, probative value and does not substitute for a careful examination of her behavior toward the alleged harasser.

A more difficult situation occurs when an employee first willingly participates in conduct of a sexual nature but then ceases to participate and claims that any continued sexual conduct has created a hostile work environment. Here the employee has the burden of showing that any further sexual conduct is unwelcome, work-related harassment. The employee must clearly notify the alleged harasser that his conduct is no longer welcome.[12] If the conduct still continues, her failure to bring the matter to the attention of higher management or the EEOC is evidence, though not dispositive, that any continued conduct is, in fact, welcome or unrelated to work.[13] In any case, however, her refusal to submit to the sexual conduct cannot be the basis for denying her an employment benefit or opportunity; that would constitute a "quid pro quo" violation.

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[11] *See also Ferguson v. E.I. DuPont deNemours and Co.*, 560 F.Supp. 1172, 33 EPD ¶34,131 (D. Del. 1983) ("sexually aggressive conduct and explicit conversation on the part of the plaintiff may bar a cause of action for [hostile environment] sexual harassment"); *Reichman v. Bureau of Affirmative Action*, 536 F.Supp. 1149, 1172, 30 FEP Cases 1644 (M.D. Pa 1982) (where plaintiff behaved "in a very flirtatious and provocative manner" around the alleged harasser, asked him to have dinner at her house on several occasions despite his repeated refusals, and continued to conduct herself in a manner after the alleged harassment, she could not claim the alleged harassment was unwelcome).

B. Evaluating Evidence of Harassment

The Commission recognizes that sexual conduct may be private and unacknowledged, with no eyewitnesses. Even sexual conduct that occurs openly in the workplace may appear to be consensual. Thus the resolution of a sexual harassment claim often depends on the credibility of the parties. The investigator should question the charging party and the alleged harasser in detail. The Commission's investigation also should search thoroughly for corroborative evidence of any nature.[14] Supervisory and managerial employees, as well as co-workers, should be asked about their knowledge of the alleged harassment.

In appropriate cases, the Commission may make a finding of harassment based solely on the credibility of the victim's allegation. As with any other charge of discrimination, a victim's account must be sufficiently detailed and internally consistent so as to be plausible, and lack of corroborative evidence where such evidence logically should exist would undermine the allegation.[15] By the same token, a general denial by the alleged harasser will carry little weight when it is contradicted by other evidence.[16]

Of course, the Commission recognizes that a charging party may not be able to identify witnesses to the alleged conduct itself. But testimony may be obtained from persons who observed the charging party's demeanor immediately after an alleged incident of harassment. Persons with whom she discussed the incident — such as co-workers, a doctor or a counselor — should be interviewed. Other employees should be asked if they noticed changes in charging party's behavior at work or in the alleged harasser's treatment of charging party. As stated earlier, a contemporaneous complaint by the victim would be persuasive evidence both that the conduct occurred and that it was unwelcome (*see supra* Section A). So too is evidence that other employees were sexually harassed by the same person.

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[12] In Commission Decision No. 84-1, CCH Employment Practices Guide ¶6839, the Commission found that active participation in sexual conduct at the workplace, e.g., by "using dirty remarks and telling dirty jokes," may indicate that the sexual advances complained of were not unwelcome. Thus, the Commission found that no harassment occurred with respect to an employee who had joined in the telling of bawdy jokes and the use of vulgar language during her first two months on the job, and failed to provide subsequent notice that the conduct was no longer welcome. By actively participating in the conduct, the charging party had created the impression among her co-workers that she welcomed the sort of sexually oriented banter that she later asserted was objectionable. Simply ceasing to participate was insufficient to show the continuing activity was no longer welcome to her. *See also Loftin-Boggs v. City of Meridian*, 633 F.Supp. 1323, (S.D. Miss. 1986) (plaintiff initially participated in and initiated some of the crude language that was prevalent on the job; if she later found such conduct offensive, she should have conveyed this by her own conduct and her reaction to her co-workers' conduct).

[13] However, if the harassing supervisor engages in conduct that is sufficiently pervasive and work-related, it may place the employer on notice that the conduct constitutes harassment.

[14] As the court said in *Henson v. City of Dundee*, 682 F.2d at 912 n.25, "In a case of alleged sexual harassment which involves close questions of credibility and subjective interpretation, the existence of corroborative evidence or the lack thereof is likely to be crucial."

[15] In *Sardigal v. St. Louis National Stockyards Co.* 41 EPD ¶36,613 at 44,694 (S.D. Ill. 1986), the plaintiff, a waitress, alleged she was harassed over a period of nine months in a restaurant at noontime, when there was a "constant flow of waitresses or customers" around the area where the offenses allegedly took place. Her allegations were not credited by the district court because no individuals came forward with testimony to support her.

It is important to explore all avenues for obtaining corroborative evidence because courts may reject harassment claims due to lack of corroborative evidence. *See Hall v. F.O. Thacker Co.*, 24 FEP Cases 1499, 1503 (N.D. Ga. 1980) (district judge did not credit plaintiff's testimony about sexual advances because it was "virtually uncorroborated"); *Neidhart v. D.H. Holmes Co.*, 21 FEP Cases 452, 457 (E.D. La. 1979), *aff'd mem.*, 624 F.2d 1097 (5th Cir. 1980) (plaintiff's account of sexual harassment rejected because "there is not a scintilla of credible evidence to corroborate [plaintiff's version]").

[16] *See* Commission Decision No. 81-17, CCH EEOC Decision (1983) ¶6757 (violation of Title VII found where charging party alleged that her supervisor made repeated sexual advances toward her; although the supervisor denied the allegations, statements of other employees supported them).

The investigator should determine whether the employer was aware of any other instances of harassment and if so what was the response. Where appropriate the Commission will expand the case to include class claims.[17]

> *Example* — Charging Party (CP) alleges that her supervisor made unwelcome sexual advances toward her on frequent occasions while they were alone in his office. The supervisor denies this allegation. No one witnessed the alleged advances. CP's inability to produce eyewitnesses to the harassment does *not* defeat her claim. The resolution will depend on the credibility of her allegations versus that of her supervisor's. Corroborating, credible evidence will establish her claim. For example, three co-workers state that CP looked distraught on several occasions after leaving the supervisor's office, and that she informed them on those occasions that he had sexually propositioned and touched her. In addition, the evidence shows that CP had complained to the general manager of the office about the incidents soon after they occurred. The corroborating witness testimony and her complaint to higher management would be sufficient to establish her claim. Her allegations would be further buttressed if other employees testified that the supervisor propositioned them as well.

If the investigation exhausts all possibilities for obtaining corroborative evidence, but finds none, the Commission may make a cause of finding based solely on a reasoned decision to credit the charging party's testimony.[18]

In a "quid pro quo" case, a finding that the employer's asserted reasons for its adverse action against the charging party are pretextual will usually establish a violation.[19] The investigation should determine the validity of the employer's reasons for the charging party's termination. If they are pretextual and if the sexual harassment occurred, then it should be inferred that the charging party was terminated for rejecting the employer's sexual advances, as she claims. Moreover, if the termination occurred because the victim complained, it would be appropriate to find, in addition, a violation of section 704(a).

C. Determining Whether a Work Environment Is "Hostile"

The Supreme Court said in *Vinson* that for sexual harassment to violate Title VII, it must be "sufficiently severe or pervasive 'to alter the conditions of [the victim's] employment and create an abusive working environment.'" 106 S.Ct. at 2406 (quoting *Henson v. City of Dundee*, 682 F.2d at 904. Since "hostile environment" harassment takes a variety of forms, many factors may affect this determination, including (1) whether the conduct was verbal or physical, or both; (2) how frequently it was repeated; (3) whether the conduct was hostile and patently offensive; (4) whether the alleged harasser was a co-worker or a supervisor; (5) whether others joined in perpetrating the harassment; and (6) whether the harassment was directed at more than one individual.

In determining whether unwelcome sexual conduct rises to the level of a "hostile environment" in violation of Title VII, the central inquiry is whether the conduct "unreasonably interfer[es] with an individual's work performance" or creates "an intimidating, hostile, or offensive working environment." 29 C.F.R. §1604.11(a)(3). Thus, sexual flirtation or innuendo, even vulgar language that is trivial or merely annoying, would probably not establish a hostile environment.

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[17] Class complaints in the federal sector are governed by the requirements of 29 C.F.R. §1613 Subpart F.

[18] In Commission Decision No. 82-13, CCH EEOC Decisions (1983) ¶6832, the Commission stated that a "bare assertion" of sexual harassment "cannot stand without some factual support." To the extent this decision suggests a charging party can never prevail based solely on the credibility of her own testimony, that decision is overruled.

[19] *See, e.g., Bundy v. Jackson*, 641 F.2d 934, 953, 24 EPD ¶31,439 (D.C. Cir. 1981).

1) Standard for Evaluating Harassment — In determining whether harassment is sufficiently severe or pervasive to create a hostile environment, the harasser's conduct should be evaluated from the objective standpoint of a "reasonable person." Title VII does not serve "as a vehicle for vindicating the petty slights suffered by the hypersensitive." *Zabkowicz v. West Bend Co.*, 589 F.Supp. 780, 784, 35 EPD ¶34,766 (E.D. Wis. 1984). *See also Ross v. Comsat*, 34 FEP Cases 260, 265 (D. Md. 1984), *rev'd on other grounds*, 759 F.2d 355 (4th Cir. 1985). Thus, if the challenged conduct would not substantially affect the work environment of a reasonable person, no violation should be found.

> *Example* — Charging Party alleges that her co-worker made repeated unwelcome sexual advances toward her. An investigation discloses that the alleged "advances" consisted of invitations to join a group of employees who regularly socialized at dinner after work. The co-worker's invitations, viewed in that context and from the perspective of a reasonable person, would not have created a hostile environment and therefore did not constitute sexual harassment.

A "reasonable person" standard also should be applied to the more basic determination of whether challenged conduct is of a sexual nature. Thus, in the above example, a reasonable person would not consider the co-worker's invitations sexual in nature, and on that basis as well no violation would be found.

This objective standard should not be applied in a vacuum, however. Consideration should be given to the context in which the alleged harassment took place. As the Sixth Circuit has stated, the trier of fact must "adopt the perspective of a reasonable person's reaction to a similar environment under similar or like circumstances." *Highlander v. K.F.C. National Management Co.*, 805 F.2d 644, 650, 41 EPD ¶36,675 (6th Cir. 1986). [20]

The reasonable person standard should consider the victim's perspective and not stereotyped notions of acceptable behavior. For example, the Commission believes that a workplace in which sexual slurs, displays of "girlie" pictures, and other offensive conduct abound can constitute a hostile work environment even if many people deem it to be harmless or insignificant. *Cf. Rabidue v. Osceola Refining Co.*, 805 F.2d 611, 626, 41 EPD ¶36,643 (6th Cir. 1986) (Keith, C.J., dissenting), *cert denied*, 107 S.Ct. 1983, 42 EPD ¶36,984 (1987). *Lipsett v. University of Puerto Rico*, 864 F.2d 881, 898, 48 EPD ¶38,393 (1st Cir. 1988).

2) Isolated Instances of Harassment — Unless the conduct is quite severe, a single incident or isolated incidents of offensive sexual conduct or remarks generally do not create an abusive environment. As the Court noted in *Vinson*, "mere utterance of an ethnic or racial epithet which engenders offensive feelings in an employee would not affect the conditions of employment to a sufficiently significant degree to violate Title VII." 106 S.Ct. at 2406 (quoting *Rogers v. EEOC*, 454 F.2d 234, 4 EPD ¶7597 (5th Cir. 1971), *cert. denied*, 406 U.S. 957, 4 EPD ¶7838 (1972)). A "hostile environment" claim generally requires a showing of a pattern of offensive conduct.[21] In contrast, in "quid pro quo" cases a single sexual advance may constitute harassment if it is linked to the granting or denial of employment benefits. [22]

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[20] *In Highlander* and also in *Rabidue v. Osceola Refining Co.*, 805 F.2d 611, 41 EPD ¶36,643 (6th Cir. 1986), *cert. denied*, 107 S.Ct. 1983, 42 EPD ¶36,984 (1987), the Sixth Circuit required an additional showing that the plaintiff suffered some degree of psychological injury. *Highlander*, 805 F.2d at 650; *Rabidue*, 805 F.2d at 620. However, it is the Commission's position that it is sufficient for the charging party to show that the harassment was unwelcome and that it would have substantially affected the work environment of a reasonable person.

But a single, unusually severe incident of harassment may be sufficient to constitute a Title VII violation; the more severe the harassment, the less need to show a repetitive series of incidents. This is particularly true when the harassment is physical.[23] Thus, in *Barrett v. Omaha National Bank*, 584 F.Supp. 22, 35 FEP Cases 585 (D. Neb. 1983), *aff'd*, 726 F.2d 424, 33 EPD ¶34,132 (8th Cir. 1984), one incident constituted actionable sexual harassment. The harasser talked to the plaintiff about sexual activities and touched her in an offensive manner while they were inside a vehicle from which she could not escape. [24]

The Commission will presume that the unwelcome, intentional touching of a charging party's intimate body areas is sufficiently offensive to alter the conditions of her working environment and constitute a violation of Title VII. More so than in the case of verbal advances or remarks, a single unwelcome physical advance can seriously poison the victim's working environment. If an employee's supervisor sexually touches that employee, the Commission normally would find a violation. In such situations, it is the employer's burden to demonstrate that the unwelcome conduct was not sufficiently severe to create a hostile work environment.

When the victim is the target of both verbal and non-intimate physical conduct, the hostility of the environment is exacerbated and a violation is more likely to be found. Similarly, incidents of sexual harassment directed at other employees in addition to the charging party are relevant to a showing of hostile work environment. *Hall v. Gus Construction Co.*, 842 F.2d 1010, 46 EPD ¶37,905 (8th Cir. 1988); *Hicks v. Gates Rubber Co.*, 833 F.2d 1406, 44 EPD ¶37,542 (10th Cir. 1987); *Jones v. Flagship International*, 793 F.2d 714, 721 n.7, 40 EPD ¶36,392 (5th Cir. 1986), *cert. denied*, 107 S.Ct. 952, 41 EPD ¶36,708 (1987).

3) Non-physical Harassment — When the alleged harassment consists of verbal conduct, the investigation should ascertain the nature, frequency, context, and intended target of the remarks. Questions to be explored might include:

- Did the alleged harasser single out the charging party?
- Did the charging party participate?
- What was the relationship between the charging party and the alleged harasser(s)?
- Were the remarks hostile and derogatory?

No one factor alone determines whether particular conduct violates Title VII. As the Guidelines emphasize, the Commission will evaluate the totality of the circumstances. In general, a woman does not forfeit her right to be free from sexual harassment by choosing to work in an atmosphere that has traditionally included vulgar, anti-female language. However, in *Rabidue v. Osceola Refining Co.*, 805 F.2d 611, 41 EPD ¶36,643 (6th Cir. 1986), *cert. denied*, 107 S.Ct. 1983, 42 EPD ¶36,984 (1987), the Sixth Circuit rejected the plaintiff's claim of harassment in such a situation. [25] One of the factors the court found relevant was "the lexicon of obscenity that pervaded the environment of the workplace both before and after the plaintiff's introduction into its environs, coupled with the reasonable expectations of the plaintiff upon voluntarily entering that environment." 805 F.2d at 620. Quoting the district court, the majority noted that in some work environments, "'humor and language are rough hewn and vulgar. Sexual jokes, sexual conversations, and girlie magazines may abound. Title VII was not meant to — or can — change this.'" *Id.* at 620-21. The court also considered the sexual remarks and poster at issue to have a "de minimis effect on the plaintiff's work environment when considered in the context of a society that condones and publicly features and commercially exploits open displays of written and pictorial erotica at the newsstands, on prime-time television, at the cinema, and in other public places." *Id.* at 622.

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[21] *See, e.g., Scott v. Sears, Roebuck and Co.*, 798 F.2d 210, 214, 41 EPD ¶36,439 (7th Cir. 1986) (offensive comments and conduct of co-workers were "too isolated and lacking the repetitive and debilitating effect necessary to maintain a hostile environment claim"); *Moylan v. Maries County*, 792 F.2d 746, 749, 40 EPD ¶36,228 (single incident or isolated incidents of harassment will not be sufficient to establish a violation; the harassment must be sustained and nontrivial); *Downes v. Federal Aviation Administration*, 775 F.2d 288, 293, 38 EPD ¶35,590 (D.C. Cir. 1985) (Title VII does not create a claim of sexual harassment "for each and every crude joke or sexually explicit remark on the job . . . [A] *pattern* of offensive conduct must be proved . . . ."); *Sapp v. City of Warner-Robins*, 655 F.Supp. 1043 (M.D. Ga. 1987) (co-workers's single effort to get the plaintiff to go out with him did not create an abusive working environment); *Freedman v. American Standard*, 41 FEP Cases 471 (D.N.J. 1986) (plaintiff did not suffer a hostile environment from the receipt of an obscene message from her coworkers and a sexual solicitation for one co-worker); *Hollis v. Fleetguard, Inc.*, 44 FEP Cases 1527 (M.D. Tenn. 1987) (plaintiff's co-worker's requests, on four occasions over a four-month period that she have a sexual affair with him, followed by his coolness toward her and avoidance of her did not constitute a hostile environment; there was no evidence he coerced, pressured, or abused the plaintiff after she rejected his advances).

[22] *See Neville v. Taft Broadcasting Co.*, 42 FEP Cases 1314 (W.D.N.Y. 1987) (one sexual advance, rebuffed by plaintiff, may establish a prima facie case of "quid pro quo" harassment but is not severe enough to create a hostile environment).

[23] The principles for establishing employer liability, set forth in Section D below, are to be applied to cases involving physical contact in the same manner that they are applied in other cases.

[24] *See also Gilardi v. Schroeder*, 672 F.Supp. 1043, (N.D. Ill. 1986) (plaintiff who was drugged by employer's owner and raped while unconscious, and then was terminated at insistence of owner's wife, was awarded $113,000 in damages for harassment and intentional infliction of emotional distress); Commission Decision No. 83-1, CCH EEOC Decisions (1983) ¶6834 (violation found where the harasser forcibly grabbed and kissed charging party while they were alone in a storeroom); Commission Decision No. 84-3, CCH Employment Practices Guide ¶6841 (violation found where the harasser slid his hand under the charging party's skirt and squeezed her buttocks).

The Commission believes these factors rarely will be relevant and agrees with the dissent in *Rabidue* that a woman does not assume the risk of harassment by voluntarily entering an abusive, antifemale environment. "Title VII's precise purpose is to prevent such behavior and attitudes from poisoning the work environment of classes protected under the Act." 805 F.2d at 626 (Keith, J., dissenting in part and concurring in part). Thus, in a decision disagreeing with *Rabidue*, a district court found that a hostile environment was established by the presence of pornographic magazines in the workplace and vulgar employee comments concerning them; offensive sexual comments made to and about plaintiff and other female employees by her supervisor; sexually oriented pictures in a company-sponsored movie and slide presentation; sexually oriented pictures and calendars in the workplace; and offensive touching of plaintiff by a co-worker. *Barbetta v. Chemlawn Services Corp.*, 669 F.Supp. 569, 45 EPD ¶37,568 (W.D.N.Y. 1987). The court held that the proliferation of pornography and demeaning comments, if sufficiently continuous and pervasive, "may be found to create an atmosphere in which women are viewed as men's sexual playthings rather than their equal coworkers." *Barbetta*, 669 F.Supp. at 573. The Commission agrees that, depending on the totality of circumstances, such as atmosphere may violate Title VII. *See also Waltman v. International Paper Co.*, 875 F.2d 468, 50 EPD ¶39,106 Commission's position in its amicus brief that evidence of ongoing sexual graffiti in the workplace, not all of which was directed at the plaintiff, was relevant to her claim of harassment. *Bennett v. Corroon & Black Corp.*, 845 F.2d 104, 46 EPD ¶37,955 (5th Cir. 1988) (the posting of obscene cartoons in an office men's room bearing the plaintiff's name and depicting her engaged in crude and deviant sexual activities could create a hostile work environment).

4) Sex-based Harassment — Although the Guidelines specifically address conduct that is sexual in nature, the Commission notes that sex-based harassment — that is, harassment not involving sexual activity or language — may also give rise to Title VII liability (just as in the case of harassment based on race, national origin or religion) if it is "sufficiently patterned or pervasive" and directed at employees because of their sex. *Hicks v. Gates Rubber Co.*, 833 F.2d at 1416; *McKinney v. Dole*, 765 F.2d 1129, 1138, 37 EPD ¶35,339 (D.C. Cir. 1985).

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[25] The alleged harasser, a supervisor of another department who did not supervise plaintiff but worked with her regularly, "was an extremely vulgar and crude individual who customarily made obscene comments about women generally, and, on occasion, directed such obscenities to the plaintiff." 805 F.2d at 615. The plaintiff and other female employees were exposed daily to displays of nude or partially clad women in posters in male employee's offices. 805 F.2d at 623-24 (Keith, J., dissenting in part and concurring in part). Although the employees told management they were disturbed and offended, the employer did not reprimand the supervisor.

Acts of physical aggression, intimidation, hostility or unequal treatment based on sex may be combined with incidents of sexual harassment to establish the existence of discriminatory terms and conditions of employment. *Hall v. Gus Construction Co.*, 842 F.2d at 1014; *Hicks v. Gates Rubber Co.*, 833 F.2d at 1416.

5) Constructive Discharge — Claims of "hostile environment" sexual harassment often are coupled with claims of constructive discharge. If constructive discharge due to a hostile environment is proven, the claim will also become one of "quid pro quo" harassment.[26] It is the position of the Commission and a minority of courts that an employer is liable for constructive discharge when it imposes intolerable working conditions in violation of Title VII when those conditions foreseeably would compel a reasonable employee to quit, whether or not the employer specifically intended to force the victim's resignation. *See Derr v. Gulf Oil Corp.*, 796 F.2d 340, 343-44, 41 EPD ¶36,468 (10th Cir. 1986); *Goss v. Exxon Office Systems Co.*, 747 F.2d 885, 888, 35 EPD ¶34,768 (3d Cir. 1984); *Nolan v. Cleland*, 686 F.2d 806, 812-15, 30 EPD ¶33,029 (9th Cir. 1982); *Held v. Gulf Oil Co.*, 684 F.2d 427, 432, 29 EPD ¶32,968 (6th Cir. 1982); *Clark v. Marsh*, 665 F.2d 1168, 1175 n.8, 26 EPD ¶32,082 (D.C. Cir. 1981); *Bourque v. Powell Electrical Manufacturing Co.*, 617 F.2d 61, 65, 23 EPD ¶30,891 (5th Cir. 1980); Commission Decision 84-1, CCH EEOC Decision ¶6839. However, the Fourth Circuit requires proof that the employer imposed the intolerable conditions with the intent of forcing the victim to leave. *See EEOC v. Federal Reserve Bank of Richmond*, 698 F.2d 633, 672, 30 EPD ¶33,269 (4th Cir. 1983). But this case is not a sexual harassment case and the Commission believes it is distinguishable because specific intent is not likely to be present in "hostile environment" cases.

An important factor to consider is whether the employer had an effective internal grievance procedure. (*See* Section E, *Preventive and Remedial Action)*. The Commission argued in its *Vinson* brief that if an employee knows that effective avenues of complaint and redress are available, then the availability of such avenues itself becomes a part of the work environment and overcomes, to the degree it is effective, the hostility of the work environment. As Justice Marshall noted in his opinion in *Vinson*, "Where a complainant without good reason bypassed an internal complaint procedure she knew to be effective, a court may be reluctant to find constructive termination . . . ." 106 S.Ct. at 2411 (Marshall, J., concurring in part and dissenting a part). Similarly, the court of appeals in *Dornhecker v. Malibu Grand Prix Corp.*, 828 F.2d 307, 44 EPD ¶37,557 (5th Cir. 1987), held the plaintiff was not constructively discharged after an incident of harassment by a co-worker because she quit immediately, even though the employer told her she would not have to work with him again, and she did not give the employer a fair opportunity to demonstrate it could curb the harasser's conduct.

D. Employer Liability for Harassment by Supervisors

In *Vinson*, The Supreme Court agreed with the Commission's position that "Congress wanted courts to look to agency principles for guidance" in determining an employer's liability for sexual conduct by a supervisor:

> While such common-law principles may not be transferable in all their particulars to Title VII, Congress' decision to define "employer" to include any "agent" of an employer, 42 U.S.C. §2000e(b), surely evinces an intent to place some limits on the acts of employees for which employers under Title VII are to be held responsible.

106 S. Ct. at 2408. Thus, while declining to issue a "definitive rule on employer liability," the Court did make it clear that employers are not "automatically liable" for the acts of their supervisors. For the same

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[26] However, while an employee's failure to utilize effective grievance procedures will not shield an employer from liability for "quid pro quo" harassment, such failure may defeat a claim of constructive discharge. *See* discussion of impact of grievance procedures later in this section, and section D(2)(c)(2), below.

reason, the Court said, "absence of notice to an employer does not necessarily insulate that employer from liability." *Id*.

As the Commission argued in *Vinson*, reliance on agency principles is consistent with the Commission's Guidelines, which provide in section 1604.11(c) that:

> . . . an employer . . . is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

Citing the last sentence of this provision, the Court in *Vinson* indicated that the Guidelines further supported the application of agency principles. 106 S.Ct. at 2408.

1) Application of Agency Principles — "Quid Pro Quo" Cases — An employer will always be held responsible for acts of "quid pro quo" harassment. A supervisor in such circumstances has made or threatened to make a decision affecting the victim's employment status, and he therefore has exercised authority delegated to him by his employer. Although the question of employer liability for "quid pro quo" harassment was not at issue in *Vinson*, the Court's decision noted with apparent approval the position taken by the Commission in its brief that:

> where a supervisor exercises the authority actually delegated to him by his employer, by making or threatening to make decisions affecting the employment status of his subordinates, such actions are properly imputed to the employer whose delegations of authority empowered the supervisor to undertake them.

106 S.Ct. at 2407-08 (citing Brief for the United States and Equal Employment Opportunity Commission as *Amicus Curiae* at 22).[27] *See also Sparks v. Pilot Freight Carriers, Inc.*, 830 F.2d 1554, 44 EPD ¶37,493 (11th Cir. 1987) (adopting EEOC position quoted in *Vinson* opinion); *Lipsett*, 864 F.2d at 901 (adopting for Title IX of the Education Amendments, the *Vinson* standard that an employer is absolutely liable for acts of quid pro quo harassment "whether [it] knew, should have known, or approved of the supervisor's actions"). Thus, applying agency principles, the court in *Schroeder v. Schock*, 42 FEP Cases 1112 (D. Kans. 1986), held an employer liable for "quid pro quo" harassment by a supervisor who had authority to recommend plaintiff's discharge. The employer maintained the supervisor's acts were beyond the scope of his employment since the sexual advances were made at a restaurant after work hours. The court held that because the supervisor was acting within the scope of his authority when making or recommending employment decisions, his conduct may fairly be imputed to the employer. The supervisor was using his authority to hire, fire, and promote to extort sexual consideration from an employee, even though the sexual advance itself occurred away from work.

2) Application of Agency Principles — "Hostile Environment" Cases

a) *Vinson* — In its *Vinson* brief the commission argued that the employer should be liable for the creation of a hostile environment by a supervisor when the employer knew or had reason to know of the sexual misconduct. Ways by which actual or constructive knowledge could be demonstrated include: by a complaint to management or an EEOC charge; by the pervasiveness of the harassment; or by evidence the employer had "deliberately turned its back on the problem" of sexual harassment by failing to establish a policy against it and a grievance mechanism to redress it. The brief argued that an employer should be liable "if there is no reasonably available avenue by which victims of sexual harassment can make their complaints known to appropriate officials who are in a position to do something about those complaints." Brief for the United States and Equal Employment Opportunity Commission as *Amicus Curiae* at 25. Under that circumstance, an employer would be deemed to know of any harassment that occurred in its workplace.

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[27] This well-settled principle is the basis for employer liability for supervisors' discriminatory employment decisions that violate Title VII. 106 S.Ct. at 2408; *see, e.g., Anderson v. Methodist Evangelical Hospital, Inc.*, 464 F.2d 723, 725, 4 EPD ¶7901 (6th Cir. 1972) (racially motivated discharge "by a person in authority at a lower level of management" is attributable to employer despite upper management's "exemplary" record in race relations); *Tidwell v. American Oil Co.*, 332 F.Supp. 424, 436, 4 EPD ¶7544 (D. Utah 1971) (upper level management's lack of knowledge irrelevant where supervisor illegally discharged employee for refusing to disqualify black applicant discriminatorily); *Flowers v. Crouch-Walker Corp.*, 552 F.2d 1277, 1282, 14 EPD ¶7510 (7th Cir. 1977) ("The defendant is liable as principal for any violation of Title VII .... by [a supervisor] in his authorized capacity as supervisor.")

While the *Vinson* decision quoted the Commission's brief at length, it neither endorsed nor rejected its position. [25] 106 S.Ct. at 2407-08. The Court did state, however, that "the mere existence of a grievance procedure and a policy against discrimination, coupled with [the victim's] failure to invoke the procedure" are "plainly relevant" but "not necessarily dispositive." *Id.* at 2408-09. The Court further stated that the employer's argument that the victim's failure to complain insulated it from liability "might be substantially stronger if its procedures were better calculated to encourage victims of harassment to come forward." *Id.* at 2409.

The Commission, therefore, interprets *Vinson* to require a careful examination in "hostile environment" cases of whether the harassing supervisor was acting in an "agency capacity" (29 C.F.R. §1604.11(c)). Whether the employer had an appropriate and effective complaint procedure and whether the victim used it are important factors to consider, as discussed below.

(b) Direct Liability — The initial inquiry should be whether the employer knew or should have known of the alleged sexual harassment. If actual or constructive knowledge exists, and if the employer failed to take immediate and appropriate corrective action, the employer would be directly liable. [29] Most commonly an employer acquires actual knowledge through first-hand observation, by the victim's internal complaint to other supervisors or managers, or by a charge of discrimination.

An employer is liable when it "knew, or *upon reasonably diligent inquiry should have known*," of the harassment. *Yates v. Avco Corp.*, 819 F.2d 630, 636, 43 EPD ¶37,086 (6th Cir. 1987) (emphasis added) (supervisor harassed two women "on a daily basis in the course of his supervision of them" and the employer's grievance procedure did not function effectively). Thus, evidence of the pervasiveness of the harassment may give rise to an inference of knowledge. *Henson v. City of Dundee*, 682 F.2d 897, 905, 29 EPD ¶32,993 (11th Cir. 1982); *Taylor v. Jones*, 653 F.2d 1193, 1197-99, 26 EPD ¶31,923 (8th Cir. 1981). Employers usually will be deemed to know of sexual harassment that is openly practiced in the workplace or well-known among employees. This often may be the case when there is more than one harasser or victim. *Lipsett*, 864 F.2d at 906 (employer liable where it should have known of concerted harassment of plaintiff and other female medical residents by more senior male residents).

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[28] The Court observed that the Commission's position was "in some tension" with the first sentence of section 1604.11(c) of the Guidelines but was consistent with the final sentence of that section. (*See supra* at 21).

[29] *Barrett v. Omaha National Bank*, 584 F.Supp. 22, 30-31 (D. Neb. 1983), *aff'd*, 726 F.2d 424, 33 EPD ¶34,132 (8th Cir. 1984); *Ferguson v. duPont Corp.*, 560 F.Supp. 1172, 1199 (D. Del. 1983); Commission Decision No. 83-1, CCH EEOC Decisions (1983) ¶6834. "[A]n employer who has reason to know that one of his employees is being harassed in the workplace by others on ground of race, sex, religion, or national origin, and does nothing about it, is blameworthy," *Hunter v. Allis-Chalmers Corp.*, 797 F.2d 1417, 1422, EPD ¶36,417 (7th Cir. 1986).

This theory under which employers are liable for harassment by co-workers, which was at issue in *Hunter v. Allis-Chalmers*. Section 1604.11(d) provides:

> With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

Section E(2) of this paper discusses what constitutes "immediate and appropriate corrective action," and is applicable to cases of harassment by co-workers as well as supervisors.

The victim can of course put the employer on notice by filing a charge of discrimination. As the Commission stated in its *Vinson* brief, the filing of a charge triggers a duty to investigate and remedy any ongoing illegal activity. It is important to emphasize that an employee can always file an EEOC charge without first utilizing an internal complaint or grievance procedure[30] and may wish to pursue both avenues simultaneously because an internal grievance does not prevent the Title VII charge-filing time period from expiring. [31] Nor does the filing of an EEOC charge allow an employer to cease action on an internal grievance [32] or ignore evidence of ongoing harassment.[33] Indeed, employers should take prompt remedial action upon learning of evidence of sexual harassment (or any other form of unlawful discrimination), whether from an EEOC charge or an internal complaint. If the employer takes immediate and appropriate action to correct the harassment and prevent its recurrence, and the Commission determines that no further action is warranted, normally the Commission would administratively close the case.

(c) Imputed Liability — The investigation should determine whether the alleged harassing supervisor was acting in an "agency capacity" (29 C.F.R. §1604.11(c)).[34] This requires a determination whether the supervisor was acting within the scope of his employment (*see* Restatement (Second) of Agency, §219(1) (1958)), or whether his actions can be imputed to the employer under some exception to the "scope of employment" rule (*Id.* at §219(2)). The following principles should be considered, and applied where appropriate in "hostile environment" sexual harassment cases.

1. *Scope of Employment.* — A supervisor's actions are generally viewed as being within the scope of his employment if they represent the exercise of authority actually vested in him. It will rarely be the case that an employer will have authorized a supervisor to engage in sexual harassment. *See Fields v. Horizon House, Inc.*, No. 86-4343 (E.D. Pa. 1987) (available on Lexis, Genfed library, Dist. file). *Cf. Hunter v. Allis-Chalmers Corp.*, 797 F.2d 1417, 1421-22, 41 EPD ¶36,417 (7th Cir. 1986) (co-worker racial harassment case). However, if the employer becomes aware of work-related sexual misconduct and does nothing to stop it, the employer, by acquiescing, has brought the supervisor's actions within the scope of his employment.

2. *Apparent Authority* — An employer is also liable for a supervisor's actions if these actions represent the exercise of authority that third parties reasonably believe him to posses by virtue of his employer's conduct. This is called "apparent authority." See Reinstatement (Second) of Agency. §§ 7, 8; 219(2)(d) (1985). The Commission believes that in the absence of a strong, widely disseminated, and consistently enforced employer policy against sexual harassment, and an effective complaint procedure, employees could reasonably believe that a harassing supervisor's actions will be ignored, tolerated, or even condoned by upper management. This apparent authority of supervisors arises from their power over their employees, including the power to make or substantially influence hiring, firing, promotion and compensation decisions. A supervisor's capacity to create a hostile environment is enhanced by the degree of authority conferred on him by the employer, and he may rely upon apparent authority to force an employee to endure a harassing environment for fear of retaliation. If the employer has not provided an effective

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[30] Sexual harassment claims are no different from other types of discrimination claims in this regard. *See Alexander v. Gardner-Denver Co.*, 415 U.S. 36, 52. 7 EPD ¶9148 (1974).

[31] *See I.U.O.E. v. Robbins & Myers, Inc.*, 429 U.S. 229, 236, 12 EPD ¶11,256 (1976).

[32] The Commission has filed suit in such circumstances, alleging that termination of grievance processing because a charge has been filed constitutes unlawful retaliation in violation of §704(a). *See EEOC v. Board of Governors of State Colleges & Universities*, 706 F.Supp. 1378, 50 EPD ¶39,035 (D. Ill. 1989) (denying EEOC's motion for summary judgment on ground that ADEA's retaliation provision is not violated if termination of grievance proceedings was done in good faith).

[33] *See Brooms v. Regal Tube Co.*, 44 FEP Cases 1119 (N.D. Ill. 1987), *aff'd in relevant part*, 881 F.2d 412 (7th Cir. 1989).

[34] The fact that an EEOC charge puts the employer on notice of sexual harassment means that the question of imputed employer liability under agency principles often will become of secondary importance. It figured critically in the *Vinson* case because the plaintiff never filed an EEOC charge before filing her Title VII lawsuit. Without having given any prior notice of the sexual harassment to anyone, she waited to file her lawsuit until almost a year after she admitted it had ceased. The sexual harassment was alleged to have taken place mostly in private, and she produced no witnesses either to the alleged harassment or to its adverse effects on her. Her case did not include a constructive discharge claim, and the district court found no "quid pro quo" harassment.

avenue to complain, then the supervisor has unchecked, final control over the victim and it is reasonable to impute his abuse of this power to the employer. [35] The Commission generally will find an employer liable for "hostile environment" sexual harassment by a supervisor when the employer failed to establish an explicit policy against sexual harassment and did not have a reasonably available avenue by which victims of sexual harassment could complain to someone with authority to investigate and remedy the problem. (*See* Section E.) *See also EEOC v. Hacienda Hotel*, 881 F.2d 1504, 51 EPD ¶39,250 (9th Cir. 1989) (finding employer liable for sexual harassment despite plaintiff's failure to pursue internal remedies where the employer's anti-discrimination policy did not specifically proscribe sexual harassment and its internal procedures required initial resort to the supervisor accused of engaging in or condoning harassment).

But an employer can divest its supervisors of this apparent authority by implementing a strong policy against sexual harassment and maintaining an effective complaint procedure. When employees know that recourse is available, they cannot reasonably believe that a harassment work environment is authorized or condoned by the employer. [36] If an employee failed to use an effective, available complaint procedure, the employer may be able to prove the absence of apparent authority and thus the lack of agency relationship, unless liability attaches under some other theory.[37] Thus, even when an employee failed to use an effective grievance procedure, the employer will be liable if it obtained notice through other means (such as the filing of a charge or by the pervasiveness of the harassment) and did not take immediate and appropriate corrective action.

> *Example* — Charging Party (CP) alleges that her supervisor made repeated sexual advances toward her that created a hostile work environment. The investigation into the charge discloses that CP had maintained an intermittent romantic relationship with the supervisor over a period of three years preceding the filing of the charge in September of 1986. CP's employer was aware of this relationship and its consensual nature. CP asserts, however, that on frequent occasions since January of 1986 she had clearly stated to the supervisor that their relationship was over and his advances were no longer welcome. The supervisor nevertheless persisted in making sexual advances toward CP, berating her for refusing to resume their sexual relationship. His conduct did not put the employer on notice that any unwelcome harassment was occurring. The employer has a well-communicated policy against sexual harassment and a complaint procedure designed to facilitate the resolution of sexual harassment complaints and ensure against retaliation. This procedure has worked well in the past. CP did not use it, however, or otherwise complain to higher management. Even if CP's allegations are true, the Commission would probably not find her employer liable for the alleged harassment since she failed to use the complaint procedure or inform higher management that the advances had become unwelcome. If CP resigned because of the alleged harassment, she would not be able to establish a constructive discharge since she failed to complain.

In the preceding example, if the employer, upon obtaining notice of the charge, failed to take immediate and appropriate corrective action to stop any ongoing harassment, then the employer will be unable to prove that the supervisor lacked apparent authority for his conduct, and if the allegations of harassment are true, then the employer will be found liable. Or if the supervisor terminated the charging party because he refused to submit to his advances, the employer would be liable for "quid pro quo" harassment.

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[35] *See also Fields v. Horizon House, supra* (an employer might be charged with constructive notice of a supervisor's harassment if the supervisor is vested with unbridled authority to retaliate against an employee).

[36] It is important to reemphasize, however, that no matter what the employer's policy, the employer is always liable for any supervisory actions that affect the victim's employment status, such as hiring, firing, promotion or pay. *See supra* at 21-22. Moreover, this discussion of apparent authority recognizes the unique nature of "hostile environment" sexual harassment claims and therefore is limited to such cases.

[37] *Cf. Fields v. Horizon House* ("Apparent authority is created by and flows from the acts of the principal, not from the personal beliefs of the third party."). Moreover, as noted above, an employee would find it difficult to establish a constructive discharge in this situation because she could not show she had no alternative but to resign. Failure to complain also might undermine a later assertion that the conduct occurred or was unwelcome.

3. *Other Theories* — A closely rated theory is agency by estoppel. *See* Restatement (Second) of Agency at §8B. An employer is liable when he intentionally or carelessly causes an employee to mistakenly believe the supervisor is acting for the employer, or knows of the misapprehension and fails to correct it. For example, an employer who fails to respond appropriately to past known incidents of harassment would cause its employees to reasonably believe that any further incidents are authorized and will be tolerated.

Liability also may be imputed if the employer was "negligent or reckless" in supervising the alleged harasser. *See* Restatement (Second) of Agency §219(2)(6); *Hicks v. Gates Rubber Co.*, 833 F.2d 1406, 1418, 44 EPD ¶37,542 (10th Cir. 1987). "Under this standard, liability would be imposed if the employer had actual or constructive knowledge of the sexual harassment but failed to take remedial action." *Fields v. Horizon House, Inc.*, No. 86-4343 (E.D. Pa. 1987). This is essentially the same as holding the employer directly liable for its failure to act.

An employer avoid liability by delegating to another person a duty imposed by statute. Restatement (Second) of Agency at §492 (1958), Introductory Note, p.435 ("liability follows if the person to whom the performance is delegated acts improperly with respect to it"). An employer who assigns the performance of a non-delegable duty to an employee remains liable for injuries resulting from the failure of the employee to carry out that duty. Restatement, 11214 and 219. Title VII imposes on employers a duty to provide their employees with a workplace free of sexual harassment. An employer who entrusts that duty to an employee is liable for injuries caused by the employee's breach of the duty. *See, e.g., Broonis v. Regal Tube Co.,* 44 FEP Cases 1119 (N.D. Ill. 1987) (employer liable for sexual harassment committed by the management official to whom it had delegated the responsibility to devise and enforce its policy against sexual harassment), *aff'd on other ground,* 881 F.2d 412, 240-21 (7th Cir. 1989).

Finally, an employer also may be liable if the supervisor "was aided in accomplishing the tort by the existence of the agency relation," Restatement (Second) of Agency §219(2)(d). *See Sparks v. Pilot Freight Carriers, Inc.*, 830 F.2d 1554, 44 EPD ¶37,493 (11th Cir. 1987); *Hicks v. Gates Rubber Co.*, 833 F.2d at 1418. For example, in *Sparks v. Pilot Freight Carriers*, the court found that the supervisor had used his supervisory authority to facilitate his harassment of the plaintiff by "repeatedly reminding [her] that he could fire her should she fail to comply with his advances." 830 F.2d at 1560. This case illustrates how the two types of sexual harassment can merge. When a supervisor creates a hostile environment through the aid of work-related threats or intimidation, the employer is liable under both the "quid pro quo" and "hostile environment" theories.

E. Preventive and Remedial Action

1) *Preventive Action* — The EEOC's Guidelines encourage employers to:

> take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their rights to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.

23 C.F.R. §1604.11(f). An effective preventive program should include an explicit policy against sexual harassment that is clearly and regularly communicated to employees and effectively implemented. The employer should affirmatively raise the subject with all supervisory and non-supervisory employees, express strong disapproval, and explain the sanctions for harassment. The employer should also have a procedure for resolving sexual harassment complaints. The procedure should be designed to "encourage

victims of harassment to come forward" and should not require a victim to complain first to the offending supervisor. *See Vinson*, 106 S.Ct. at 2408. It should ensure confidentiality as much as possible and provide effective remedies, including protection of victims and witnesses against retaliation.

2) Remedial Action — Since Title VII "affords employees the right work in an environment free from discrimination intimidation, ridicule, and insult" (*Vinson*, 106 S.Ct. at 2405), an employer is liable for failing to remedy known hostile or offensive work environments. *See, e.g.*, *Garziano v. E.I. DuPont deNemours & Co.*, 818 F.2d 380, 43 EPD ¶37,171, (5th Cir. 1987) (*Vinson* holds employers have an "affirmative duty to eradicate 'hostile or offensive' work environments"); *Bundy v. Jackson*, 641 F.2d 934, 947, 24 EPD ¶31,439 (D.C. Cir. 1981) (employer violated Title VII by failing to investigate and correct sexual harassment despite notice); *Tompkins v. Public Service Electric & Gas Co.*, 568 F.2d 1044, 1049, 15 EPD ¶7954 (3rd Cir. 1977) (same); *Henson v. City of Dundee*, 682 F.2d 897, 905, 15 EPD ¶32,993 (11th Cir. 1982) (same); *Munford v. James T. Barnes & Co.*, 441 F.Supp. 459, 466, 16 EPD ¶8233 (E.D. Mich. 1977) (employer has an affirmative duty to investigate complaints of sexual harassment and to deal appropriately with the offending personnel; "failure to investigate gives tacit support to the discrimination because the absence of sanctions encourages abusive behavior").[38]

When an employer receives a complaint or otherwise learns of alleged sexual harassment in the workplace, the employer should investigate promptly and thoroughly. The employer should take immediate and appropriate corrective action by doing whatever is necessary to end the harassment, make the victim whole by resorting lost employment benefits or opportunities, and prevent the misconduct from recurring. Disciplinary action against the offending supervisor or employee, ranging from reprimand to discharge, may be necessary. Generally, the corrective action should reflect the severity of the conduct. *See Waltman v. International Paper Co.* 875 F.2d at 479 (appropriateness of remedial action will depend on the severity and persistence of the harassment and the effectiveness of any initial remedial steps). *Dornhecker v. Malibu Grand Pix Corp.*, 828 F.2d 307, 309-10, 44 EPD ¶37,557 (5th Cir. 1987) (the employer's remedy may be "assessed proportionately to the seriousness of the offense"). The employer should make follow-up inquiries to ensure the harassment has not resumed and the victim has not suffered retaliation.

Recent court decisions illustrate appropriate and inappropriate responses by employers. In *Barrett v. Omaha National Bank*, 726 F.2d 424, 33 EPD ¶34,132 (8th Cir. 1985), the victim informed her employer that her co-worker had talked to her about sexual activities and touched her in an offensive manner. Within four day of receiving this information, the employer investigated the charges, reprimanded the guilty employee, placed him on probation, and warned him that further misconduct would result in discharge. A second co-worker who had witnessed the harassment was also reprimanded for not intervening on the victim's behalf or reporting the conduct. The court ruled that the employer's response constituted immediate and appropriate corrective action, and on this basis found the employer not liable.

In contrast, in *Yates v. Avco Corp.*, 819 F.2d 630, 43 EPD ¶37,086 (6th Cir. 1987), the court found the employer's policy against sexual harassment failed to function effectively. The victim's first-level supervisor had responsibility for reporting and correcting harassment at the company, yet he was the harasser. The employer told the victims not to go to the EEOC. While giving the accused harasser administrative leave pending investigation, the employer made the plaintiffs take sick leave, which was never credited back to them and was recorded in their personnel files as excessive absenteeism without indicating they were absent because of sexual harassment. Similarly, in *Zabkowicz v. West Bend Co.*, 589 F.Supp. 780, 35 EPD ¶34,766 (E.D. Wis. 1984), co-workers harassed the plaintiff over a period of nearly four years in a manner the court described as "malevolent" and "outrageous." Despite the plaintiff's numerous complaints, her supervisor took no remedial action other than to hold occasional meetings at which he reminded employees of the company's policy against offensive conduct. The supervisor never conducted an investigation or disciplined any employees until the plaintiff filed an EEOC charge, at which time one of the offending co-workers was discharged and three others were suspended. The court held the employer liable because it failed to take immediate and appropriate corrective action.[39]

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[38] The employer's affirmative duty was first enunciated in cases of harassment based on race or national origin. *See, e.g.*, *United States v. City of Buffalo*, 457 F.Supp. 612, 632-35, 18 EPD ¶8899 (W.D. N.Y. 1978), *modified in part*, 633 F.2d 643, 24 EPD ¶31,333 (2d Cir. 1980) (employer violated Title VII by failing to issue strong policy directive against racial slurs and harassment of black police officers. to conduct, full investigations, and to take appropriate disciplinary action); *EEOC v. Murphy Motor Freight Lines, Inc.*, 488 F.Supp. 381, 385-86, 22 EPD ¶30,888 (D. Minn. 1980) (defendant violated Title VII because supervisors knew or should have known of co-workers' harassment of black employees, but took inadequate steps to eliminate it).

When an employer asserts it has taken remedial action, the Commission will investigate to determine whether the action was appropriate and, more important, effective. The EEOC investigator should, of course, conduct an independent investigation of the harassment claim, and the Commission will reach its own conclusion as to whether the law has been violated. If the Commission finds that the harassment has been eliminated, all victims made whole, and preventive measures instituted, the Commission normally will administratively close the charge because of the employer's prompt remedial action.[40]

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[39] *See also Delgado v. Lehman*, 665 F.Supp. 460, 44 EPD ¶37,517 (E.D. Va. 1987) (employer failed to conduct follow-up inquiry to determine if hostile environment had dissipated); *Salazar v. Church's Fried Chicken, Inc.*, 44 FEP Cases 472 (S.D. Tex. 1987) (employer's policy inadequate because plaintiff, as a part-time teenage employee, could have concluded a complaint would be futile because the alleged harasser was the roommate of her store manager); *Brooms v. Regal Tube Co.*, 44 FEP Cases 1119 (N.D. Ill. 1987) (employer liable when a verbal reprimand proved ineffective and employer took no further action when informed of the harasser's persistence).

[40] For appropriate procedures, see §§ 4.4(e) and 15 of Volume 1 of the Compliance Manual.

Waterville Regional Vocational Center
Waterville, Maine

NOTES FOR WEDNESDAY MARCH 2, 1994

1. The A.M. presentation, "It Sounds Like Harassment to Me", will begin at 8:45 and end at approximately 9:45, depending on audience response.

The presenters will perform 3 skits that depict types of harassment. These skits are designed to provoke questions and challenges from our students. One of the presenters will facilitate the discussion between our students and the role players. According to our harassment survey results, many of our students are victims of or perpetrators of harassment. The content is intended to be realistic. Please sit with your students, not to censor questions, but to ensure that the audience can hear the discussion and participate if they choose.

2. The presenters are not able to do a P.M. presentation at this time. If we choose, perhaps it can be arranged in the future.

3. If you have not used either of the films available to prep your students for the presentation, perhaps you would like to use one of them as a follow-up to further stimulate classroom discussion. A description of the films available at school follows. Attached is a list of videos available at the Curriculum Resource Center at KVTC.

SENDING THE RIGHT SIGNAL

Scenarios of sexual harassment and how it differs from flirting. This video includes communication techniques and appropriate steps for handling harassment. Trainer's guide and student handbook are provided. Excellent for male and female students. Approx. 30 min.

MYTHBUSTERS

Common myths about women in the trades are explored. Several case studies are highlighted. Excellent for young women with an interest in a trade.

UNDERSTANDING OUR BIASES AND ASSUMPTIONS

This video brings into the open common stereotypes and biases against people of color, different religions, different cultures, and different sex. Good for bringing awareness to one's own biases and assumptions. 20 min.

MEN AND WOMEN WORKING TOGETHER

This video explores traditional and non-traditional attitudes and beliefs, stereotypes based on sex, and the gender differences in expressing feelings. Designed for men and women in the workplace rather than for teens. Preview to see if it's appropriate for your class.

4. Points to remember when discussing harassment with your students.

   a. Harassment is a POWER issue. It creates a hostile environment.

Flirting creates pleasant feelings for BOTH people.

b. The victim of harassment must COMMUNICATE that he or she does not want the attention to continue.
If it continues, she or he must REPORT it to someone, preferable someone in authority (teacher, supervisor, etc.)
Keep records including specific information, dates, witnesses, and a statement of how the behavior affected you.

c. Everyone has the right to learn or work in an environment free of harassment.

Waterville Regional Vocational Center
Waterville, Maine

January 8, 1993

Dear Waterville Administrator:

The staff at the Vocational Center is pleased to invite you to a presentation on "Sexual Harassment at the Workplace".

The Center has arranged for attorney Katherine Bubar from the law office at Eaton, Peabody to address concerns regarding Sexual Harassment at the Workplace. Ms. Bubar's presentation will include an overview of the federal and state law, employee and employer responsibilities, and case scenarios. There will also be an opportunity for questions and answers.

There is no cost to the participant for this presentation. The program is sponsored by a Sex Equity Grant the Center received from Carl D. Perkins Federal Funds.

"SEXUAL HARASSMENT AT THE WORKPLACE"

WHERE:	Waterville Regional Vocational Center Vocational Dining Area
WHEN:	Tuesday, January 26, 1993
TIME:	3:30 - 5:00 p.m.
HOSTED BY:	Members of the Sex Equity Cadre Bonnie Brown, Early Childhood Instructor Jim Wilkens, Metal Manufacturing Instructor

Refreshments will be prepared by the Culinary Arts students.

Please RSVP - Telephone 873-0102.

Sincerely,

Mark C. Powers
Director

PLEASE NOTE: At 2:50 p.m., this presentation will be preceded by the video tape, "Sending the Right Signals". This video tape demonstrates techniques for handling situations of harassment as well as, defining the difference between flirtation and harassment for adolescent students.

As supervisors of adolescent students, you are invited to attend this preview to determine its usefulness in your school and with your students.

mp87kw.mar

TO: FOSTER TECH. CENTER STAFF
RE: ASPIRATIONS DAY
FROM: ASPIRATIONS DAY COMMITTEE

We are currently brainstorming goals and activities for the upcoming Aspirations Day to be held during the week of March 22-26, 1993. We would appreciate any suggestions you may have. Within the next few days a committee member will be meeting with you to gather your input as to goals, expectations, activities, or guest speakers you would like to see.

The overall intended goal for Aspirations Day 93 is the enhancement and further education of staff and the student body of Foster Tech. Center regarding the "Real World."

Specific Goals include:

1. To increase the students' awareness concerning harassment, alcohol, self esteem and tolerance through UMO's Teen's in Theater presentation.
2. To promote awareness of non-traditional opportunities.
3. To enlighten students/staff of the work ethics and employer expectations in the work force.
4. To help students/staff get a sense of what life is like after high school ends.
5. To allow students and staff to have a deeper understanding of one another.
6. To enjoy ourselves in a relaxed supportive educational environment

SUGGESTED ACTIVITIES

1. Teens In Theater
2. Panel Discussion - Work Ethics/Expectations Rep. from WalMart, Shop N'Save, Bass, I.P., Foster Manufacturing
3. Panel Discussion - Non-Traditional Opportunities
4. Life after Foster Tech.
5. Panel Discussion - Getting an Apartment, Banking Skills, Buying a car, Budgeting and Keeping a Checking Account
6. Proper Diet and Exercise
7. Racial - Bias Issues - Discrimination

8. Sexual Harassment - Group out of Auburn does skits on this topic - Joe C. will get back to us.
9. Love vs. Lust - Sexuality Issues with Maureen Paige
    - Safe Sexual Decisions
    - Self Esteem
    - Avoid Thursday
10. What it means to be a young adult.
11. What Are Our Legal Rights? Emancipation, OU, Search Process.

Team CADRE

Richard M. Harvey
Graydon Robinson
Leatrice Orr
Paul Brown
Ann DeRaspe
Ray Therrien
Lilly Pryor
Beth Evans
Donald Marchildon
Margaret Stubbs

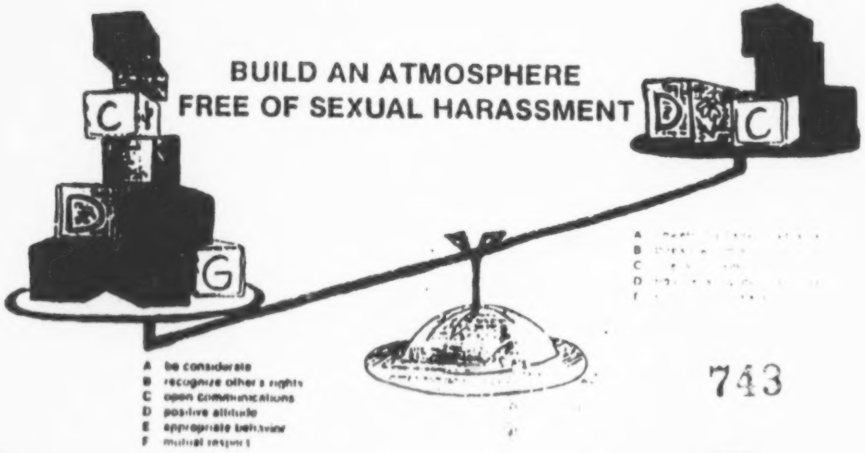
Aspiration's Day 1993

Foster Technology Center
Student Workshop Day
Presented by
Team CADRE

Tuesday, April 6, 1993

10:00 a.m. - 2:00 p.m.

Foster Applied Technology Center
Farmington, Maine


BUILD AN ATMOSPHERE FREE OF SEXUAL HARASSMENT
C
D
G
D
C
A be considerate
B recognize other's rights
C open communications
D positive attitude
E appropriate behavior
F mutual respect

Aspiration's Day Program

10:00 - 11:30

Students will go to regular class for attendance and then be called down to auditorium. *Mt. Blue High School Auditorium - Job Corps Theatre*

Three 30 min. skits will be presented to students: Tolerance
Alcohol Use
Sexual Harassment

Lunch 11:30 - 11:55

At 11:30 students will be served lunch in the Foster Tech. Lobby to be eaten in a designated shop area.

Presentations 12:00

There will be a choice of five 30 min. presentations. You may choose three of the presentations to attend. They include:

The Horses' Mouth/Work Ethic & Expectations - Fifty percent of most peoples' waking life is spent at work. Why not hear from "the horses' mouth" what it's really like. A group of panelists facilitated by Letty Pryor will give you the facts. The panelist include: Thomas Cahn, FMH; Mickey Sturdevant, Wal-Mart; Terry Davis, G.H. Bass.

Free at Last, Now What - Life after High School can be a stressful thought. A group of panelists will share with you their true to life experiences, while apartment hunting, car shopping, job searching and living on their own. Come hear what challenges the future holds.

Did the Grasshopper Tell Him? - John Jenkins, World Karate Champion, International Speaker, and humorist, will address self-esteem and positive self-imaging. If you want to turn your dreams into realities, come listen to the secrets of a *Master.*

Roses or Ragweed - Relationships can be wonderful or they can be confusing and painful. Maureen Page will explain the difference between Love and Lust. She will help you recognize if a relationship is meaningful or not. You learn how messages you send are not always written.

It's Not My Fault...Is it? - Rocky Bjorn will help you understand how to obtain affordable coverage for your vehicle. He will explain the kind of coverage you need and why. You will learn the responsibilities that come with owning your own vehicle. You won't have to wonder any longer.

Schedule for the Day

10:00 - 11:30	**Job Corps Theatre (All Students & Staff)**
11:30 - 11:55	**Lunch (Italian Sandwiches, Soda, Chips, Cake)**
12:00 - 12:30	**Session I**
12:35 - 1:05	**Session II**
1:10 - 1:40	**Session III**

Return to shop for evaluation and attendance

Waterville Regional Vocational Center
Waterville, Maine

TEACHER ASSIGNMENTS

Conference Room

Teacher: AM Session - Mark Powers
PM Session - Nick Vafiadis

Speaker: Steve Crate - Job Hunting

Computer Lab

Teacher: AM and PM - Adele Henrick

Speaker: Adele Henrick - Computerized Check Writing
Learn to write a bank check

Auto Body Room

Teacher: AM and PM - Clem McClain

Speaker: Clem McClain - Buying a Used Car

Career Development Lab

Teacher: AM Session - Doug Frame
PM Session - Chris Needham

Speaker: Diane Cote - Renting an Apartment

Graphic Arts Room

Teacher: AM Session- Chris Needham
PM Session- Doug Frame

Speaker: David Leach - Money Management and Credit History

Carpentry

Teacher: AM and PM- Fran Sirois and Mark Champagne

Speaker: Fran Allen & Mark Borland - Home Improvement II

Electronics

Teacher: AM and PM - Richard Vigue

Speaker: Richard Vigue - Environmental Systems

Auto Tech Room

Teacher: AM and PM - Becky Harris

Speaker: Becky Harris - Me. State Inspection

Vocational Cafe

Teacher: AM Session - Sandy Donahue
PM Session - Tim Hosea

Speaker: Mark Burnette - The Service: How to Enter and Where It Leads

Building Trades

Teacher: AM Session - Tim Hosea
PM Session - John Bolduc

Speaker: Lee Bushey - Preparing for a Interview

Metal Man

Teacher: AM Session - John Bolduc
PM Session - John Fenelson

Speaker: Sheri Wilkins - Resumes

Heating

Teacher: Bonnie Brown

Speaker: Bonnie Brown - Date Rape

Teacher's Room

Teacher: AM Session - John Fenelson
PM Session - Jody Varney

Speaker: Liza Ziobro: Communication

Auditorium PM ONLY

Teacher: Sandy Donahue

WIT

Mentoring in the 90's in Maine

Barbara Jesson, Millwright
Coordinator, Maine Tradeswomen Network

Barbara will introduce us to the Maine Tradeswomen Network, an organization of 186 active tradeswomen some of whom are dedicated to mentoring women entering non-traditional jobs here in Maine.

If you would like to learn more or have ever entertained the notion of having a mentor who is successful in the trade you are training for, come to the meeting on Monday, February 28 at 11:45 am in room 13.

If you would like to know more or have questions, contact Anitra Crane in Student Services.

WOMEN IN TRADES

A CMTC Women's Support Group

WOMEN IN TRADES HOSTS ALUMNI SPEAKER

Sonya Melanson, 1993 CMTC Architectural and Civil Engineering graduate and former WIT member, addressed the first meeting of WIT this fall. Her topic, "Women as Leaders", summarized her two week experience as a participant in a national conference in Washington DC last May.

Sonya spoke about how her days were full of meetings, interest groups, informational sessions, spending a full day with her mentor at her place of business, with a little time left over for some sight-seeing in DC. The friendships she formed with women from all over the country were very rewarding and she continues to have an ongoing correspondence with two of them.

At the end of the conference, each participant was required to write a paper. Sonya received the highest grade given on hers and a glowing report from the evaluator regarding her participation in the conference. Her report follows.

WOMEN'S WAYS OF LEADING
The Gender Aspects

By Sonya Melanson

Many women lead differently from men, most of which can be attributed to their gender. The unique organizational structures they use are a benefit to everyone. Workplaces run by women tend to be "webs of inclusion", where sharing of information is foremost. The strength of the web comes from the interconnectedness which draws people closer and allows communication to flow more freely. The female view that one strengthens oneself by strengthening others is finding greater acceptance, and female values of inclusion and connection are emerging as valuable leadership qualities.

Given the changing nature both of work and of people who work, there emerges a need for leaders who can stimulate employees to work with zest and spirit. Such leaders must create an ambiance that reflects human values, and devise organizational structures that encourage and nurture human growth. Creating an ambiance must be understood in the largest sense as setting a tone that expresses a unified vision of why an organization exists, and devising a style that communicates that vision. Women tend to ground their descriptions of how knowledge is gained and opinions formed in terms of listening and speaking and repeatedly using the metaphor of voice to depict their intellectual and ethical development; and that the development of a sense of voice, mind, and self are intricately intertwined. A women's voice is an expression of herself and a means of expressing her vision of how her organization should be run. Her voice is a means of communicating her values and eliciting responses from others. By suiting her tone to her words and her words to her tone, a leader is able to model her values and find a way to instruct, influence, and persuade others to share those values.

Given the changing nature of society, the need for leaders who can stimulate employees to work to their fullest potential will be in great demand. Part of the concept of the "web of inclusion" is to be accessible and remain in the middle of things. As women's leadership qualities come to play a more vital role in society, their ability to negotiate, listen, include people and encourage communication and personal responsibility, will help reduce the barriers that exist in today's workplace. Women possess many vital qualities that our nation and the world are benefiting from. There are many knowledgeable women leaders with vision who are making a difference and have the ability to empower others. They effect strong values and congruent behavior while providing effective models for future women leaders.

> *"This is a time in history when women's voices must be heard, or forever be silenced. It's not because we think better than men, but we think differently. It's not women against men, but women and men. It's not that the world would have been better if women had run it, but that the world will be better when we as women, who bring our own perspective, share in running it.*
> ***Betty Bumpers***

Good News and Bad News –

Bad News First

Susan Faludi, author of *Backlash: The Undeclared War Against American Women,* in a speech given in Washington, DC, in October 1991, had this cheery news:

"They tell us that two-thirds of new jobs in the next decade will go to women. But most of those new jobs will be clerking, housekeeping, kitchen help, and household labor.

"Five women are now presidents of Fortune 500 companies. One shares the title with her husband. One had to found the company to get the post, and one got the job only after her predecessor was struck by lightning."

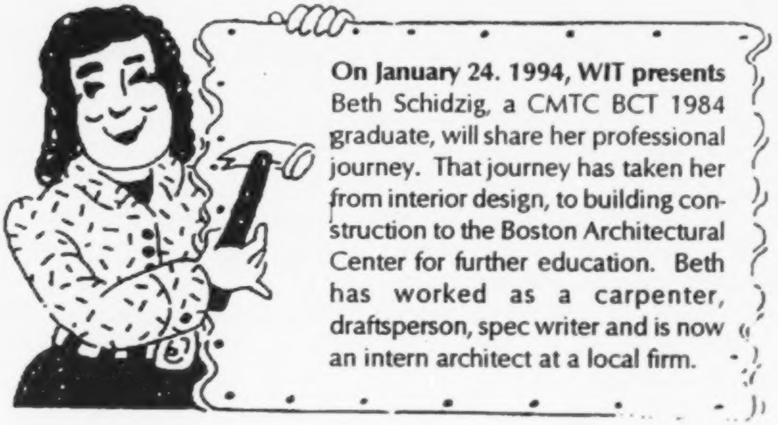
Now the Good News

John Naisbitt's *Trend Letter,* the source for the information in this article, predicts that women will own half of all U.S. businesses by the turn of the century. And finding funding for small businesses, especially in high tech, just got easier. If you own or work for a small high tech company in the U.S. that's in need of additional funding for research projects, contact the Small Business Innovation and Research program. They can be reached by phone at 202-205-7777.

Your Personal Stress Action Plan

It's impossible to avoid stress, on the job, in school, in family or even in "play time". But members of WIT learned how to handle it more effectively by using knowledge and techniques gained during the November and December meetings.

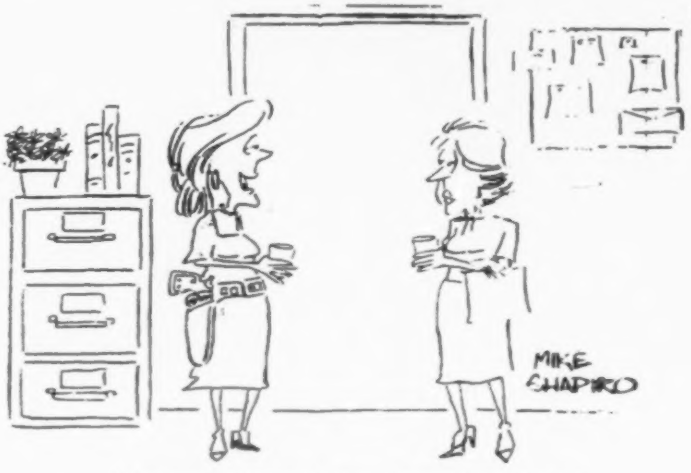
Two tests, a "personal stress test" and "how are you doing on the job and/or at school" were given to determine individual stressors. Next steps included looking at tools for change that each participant applied to one of her "high stress" areas. We looked at three basic strategies, alter, avoid, accept, as options for taking action. The last step involved designing an effective and attainable action plan to bring those high stress areas of our lives to more manageable and healthful levels. Anitra Crane was the facilitator.



On January 24. 1994, WIT presents Beth Schidzig, a CMTC BCT 1984 graduate, will share her professional journey. That journey has taken her from interior design, to building construction to the Boston Architectural Center for further education. Beth has worked as a carpenter, draftsperson, spec writer and is now an intern architect at a local firm.

"One thing is clear: The human mind can imagine both how to break self-esteem and how to nurture it – and imagining anything is the first step toward creating it. Believing in a true self is what allows a true self to be born."

Gloria Steinem,
Revolution from Within



"Not one sexist crack since I started wearing it."

Women in Trades is a support group for all women at CMTC.
Its goals are to support, inform, encourage and nourish women, especially those in the non-traditional fields.
Meetings are held every second and fourth Monday of the month at 11:45 a.m. in conference room #13.
All women are welcome. If you would like further information,
please contact Anitra Crane, Student Support Counselor, at (207) 784-2385.

HOW TO INVESTIGATE DISCRIMINATION COMPLAINTS

Sally Dobres Spang, Equal Opportunity Coordinator

University of Maine System

Prepared for Maine Technical College System
April 20, 1994

HOW TO CONDUCT AN INVESTIGATION

Note: This outline is intended to assist Equal Opportunity staff to investigate complaints of discrimination brought by University employees or students. While the information may be helpful to Equal Opportunity staff investigating complaints made by individuals outside the campus and to hearing committee members carrying out a formal hearing on a complaint, it is not intended for them.

I. Benefits of conducting an internal investigation

A. The primary purposes are to gather as much relevant information as possible about the complaint, enable management to evaluate the information, reach objective judgment about the incident, and take corrective action, if appropriate.

B. Even if the complainant is not ultimately satisfied, thorough investigation allows the institution to assess and limit liability.

C. Complainants are more likely to use a credible, in-house resolution process before filing an outside administrative or legal complaint.

II. Potential liability for defamation

A. Investigation of discrimination complaints and other complaints about misconduct usually involves communicating statements that could injure another person's reputation. The investigation must therefore be conducted in a way that allows the employer to invoke the defense that it was privileged to make the statement and is thus shielded from liability for defamation.

B. The absolute privilege defense applies to communications to judicial and quasi-judicial bodies, e.g., state or federal administrative agencies, testimony in court or arbitration proceedings.

C. The conditional or qualified privilege defense applies to statements which may turn out to be defamatory but were made in good faith for a proper purpose to someone with a legitimate right or duty to receive the information. Each stage of the investigative process must be brought within the scope of this privilege by:

1. Ensuring that pertinent internal documents are made available to people on a strict "need to know" basis. Secretaries and others not directly involved in an investigation should not be permitted to read statements from witnesses that are received by the investigator; however, clerical staff can be used to type and prepare material for the investigator.

2. Ensuring that defamatory statements are not made maliciously or recklessly.

3. Not promising absolute confidentiality to the accused, complainant, or witnesses because an investigation necessitates that potentially defamatory statements may have to be repeated.

D. Truth of the statements made is always a defense against defamation.

III. Planning and conducting the investigation.

A. Selecting the investigator

1. The normal personnel-related to student-related investigative arm should be used.

2. The investigator must be someone who is credible and unintimidating.

3. The investigator must have received sufficient training to conduct the investigation professionally.

4. The investigator must be impartial and discreet, and must be able to convey this impression to all parties involved.

5. The investigator must not be a friend of or have any other conflict of interest involving either the complainant or the accused. If a conflict of interest exists, explore options for identifying an alternate investigator.

6. The investigator's scope of authority is limited by University policies and procedures.

B. Standards for determining whether discrimination has occurred - The investigator must identify the relevant theory of discrimination and relevant burden of proof before beginning the investigation.

1. The investigator must determine what University policy and the law require for there to be a basis to believe that discrimination has or has not occurred.

2. For example, an employee laid off for budgetary reasons claims that this a pretext given by her supervisor, who wanted to fire her because she is a woman and a Native American.

a. In this sex and race discrimination complaint, the complainant must show that she would not have been laid off had she not been a woman or a Native American.

b. The Supreme Court has outlined an approach to analyzing discrimination cases in the case of McDonnell Douglas Corp. vs. Green, 411 U.S. 792, 93 S. Ct. 1817, 36 L. Ed2d 668 (1973). This approach will be helpful in most discrimination cases, whether based on sex, race or other protected class status. First, the complainant must present enough evidence to establish a prima facie case of discrimination. A complainant is said to have a prima facie case when the evidence in her favor is sufficiently strong for the respondent to be required to respond to it. If the complainant does so, the respondent is required to give a legitimate non-discriminatory reason for its action. Finally the evidence gathered is to be analyzed to determine whether the reason given by the respondent is a pretext or cover-up for a discriminatory employment decision.

c. Back to the example at hand, the complainant can meet her prima facie burden by showing, for example, that:

    1. She is a member of a protected class because she is a woman and a Native American.

    2. She has been informed that she will be laid off from her job as Administrative Assistant.

    3. A male in a similar position in her department was not selected for layoff.

d. Respondent then must explain its reasons for laying off the complainant. These reasons might be, for example, the respondent had to cut a position because of mandated university-wide budget cuts, respondent decided to eliminate one of two Administrative Assistant positions to meet the specified cut, and the male incumbent had more seniority.

e. At the final stage of the inquiry, a determination will have to be made as to whether the complainant's treatment constitutes unlawful discrimination. The investigator will examine the respondent's reasons and motives for pretext, validity, and credibility to determine whether or not they constitute legitimate, non-discriminatory reasons. An analysis of the testimony and evidence should support a conclusion that the complainant was laid off for unlawful reasons or for lawful reasons.

3. The relevant burden of proof for an internal discrimination investigation is whether there is a reasonable basis to believe that discrimination has occurred — that is, whether it is more likely that the allegations are true or not.

C. Obtaining and reviewing documents

1. Prepare an investigative file.

2. Review and include in the file copies of applicable federal and state laws, university policies, notices, and relevant provisions from handbooks or manuals.

3. Review personnel and related files containing data regarding the complainant and accused; include copies of relevant materials in the investigative file.

4. Having identified the relevant theory of discrimination and relevant burden of proof, prepare a written plan of who to interview, the sequence of interviews, and other documents to be obtained.

D. Identifying witnesses

1. Complainant

2. Accused

3. Others who witnesses or know about the incident or action

4. Ask the complainant and accused to identify other potential witnesses.

5. Strike a balance between investigating thoroughly and the problem of involving more people than needed.

6. Normally other witnesses should not be interviewed until after interviews with the complainant and respondent.

7. Do not agree to any meeting at which complainant, respondent, or a witness will be accompanied by an attorney without first consulting with University Counsel.

E. Preparing to meet with people involved in the complaint

1. For each witness, plan a relevant line of questioning, completely exploring all aspects of the allegation. Seek details — who, what, where, when, other witnesses. All questions should be geared toward ascertaining whether the alleged action occurred.

2. Determine which facts will be relevant, usually a matter of common sense.

   a. For a discriminatory treatment complaint, relevant facts include:

      1) What happened?

      2) Did the complainant suffer any loss? What was it?

      3) What criteria formed the basis for the decision of action?

      4) How were the criteria applied to the complainant? to others?

      5) How have the criteria been applied to others (both protected class and non-protected class members) in similar situations?

      6) If another person(s) was selected to receive a benefit denied to the complaint, was the person(s) selected a member of a protected class?

      7) Is there any indication that the criteria may have been a pretext for treating the complainant unfavorably? (a pretext is an ostensible reason or motive given for an action as a cover-up for the real reason or motive)

   b. For a complaint alleging sexual harassment or any other form of harassment, relevant facts include:

      1) What happened?

      2) Who was involved?

      3) Where did it happen?

      4) Who else was present?

5) What did the respondent say or do?

6) What did the complainant say or do?

7) Did the respondent give any reason for his/her conduct? What was it?

3. Review the investigative file and other relevant files and visit the site to refine questions for each witness.

4. Keep questions brief and understandable.

5. Use open-ended questions: avoid leading questions and questions that produce "yes" or "no" answers. Use follow-up questions to get all the relevant details and to move beyond witness conclusions to the facts or events that support those conclusions.

F. Interviewing witnesses

1. Confidentiality

a. Do not promise confidentiality to the complainant, respondent, or witnesses, but assure them that their statements will be kept as confidential as possible, with disclosure only to people with a "need to know."

b. Advise the complainant of the possibility of being subject to University discipline or sued by the respondent for defamation or slander if the allegations are unsubstantiated and knowingly false. This information is not provided to intimidate the complainant but to ensure that the complainant is fully aware of all his/her rights and responsibilities.

c. Discourage the complainant, respondent, and witnesses from discussing the complaint and their interview with anyone else. Explain that peoples' lives and work could be damaged by gossip and that words or actions directed toward anyone participating in the investigation could be perceived as retaliation.

2. The investigator's demeanor is critical, as is an explanation of the investigator's role.

a. Be professional and impartial. Explain that your role is one of neutral fact-finder, not advocate for either complainant or respondent.

b. At the outset, tell the interviewee that this is an investigation to resolve serious allegations, and that the University takes such complaints very seriously.

3. Inform the respondent of the allegation - If the allegations are serious, the respondent must be given advance notice before coming in for initial interview. The investigator, not a support person, should call the respondent to inform him or her that a complaint has been made. It is recommended that the following type of script be used:

> "You have been named in a complaint alleging (type of misconduct or discrimination, e.g. sexual harassment, race discrimination). We need to meet so that you have an opportunity to hear the allegations. You are free to bring your union representative (or an advisor, if non-represented or a student) with you to our meeting. For your protection, I want to caution you not to talk to or about the person who you think may have made the complaint; that could be interpreted as retaliation, which would be a very serious problem."

a. If you cannot reach the respondent by phone after a reasonable effort, contact the respondent in writing, using the language above, and stamp the envelope CONFIDENTIAL and PERSONAL.

b. Do not discuss specifics or conduct an interview over the telephone.

c. Schedule the first meeting as soon as possible.

d. At the meeting, review the specific allegations with the respondent and given the name of the complainant. Explain that if the respondent wishes, you will proceed with the interview right away, or if the respondent needs more time to recollect, you can schedule another meeting later in the day or at another very early date.

e. Give the respondent a copy of relevant policy and complaint procedures.

f. Re-emphasize not contacting or talking about the complainant to avoid potential for a retaliation complaint.

g. Document all of the above in the investigative file.

4. In a telephone call to a witness, say that "A complaint of [type of discrimination or harassment alleged] has been made, and you have been

identified as someone who may have information that relates to the complaint. I would like to meet with you as a witness to obtain your help in investigating this matter."

5. In the meeting, re-emphasize that the person you are speaking with may be a witness with information relevant to an investigation you are conducting. Describe the alleged incident in general terms, and ask if the witness was aware of it. For example, "The complainant has stated that she is being laid off because of her sex and race. Are you familiar with the situation?" If the witness answers yes, ask more specific questions as outlined in III.E.2.

6. Do not mention the name of the complainant or the person accused to the witness. It may be helpful to acknowledge to the witness that you cannot divulge this information because of the complainant's and respondent's right to privacy and due process. The witness may know or guess who the complainant and/or respondent is, but the investigator should neither confirm nor deny the identities.

7. Witness interviews are necessarily one-sided. The investigator seeks information from the witness but can divulge none in return. It may be helpful to explain this to the witness, in addition to saying that you will not be able to give the witness any information about the final outcome of the investigation.

G. Keeping records of interviews - see the handout on Complaint Investigation Documentation

IV. Assessing credibility - These guidelines are drawn from "Assessing Credibility in Labor Arbitration" by Margaret A. Lareau and Howard R. Sacks (The Labor Lawyer. vol. 5, number 2, Spring 1989, 151-193). The myths and factors listed below represent the authors' conclusions based on a literature search.

A. The following commonly believed myths about credibility affect what the investigator may inadvertently filter out. When these myths to unrecognized, they can flaw the investigator's analysis.

1. Myth: The most accurate version of the "facts" comes from the interviewee who shows the most confidence in his/her testimony.

2. Myth: Interviewee's demeanor — e.g., gestures, facial expressions, pauses in speech, revealing inflections — can be used to identify if someone is lying.

3. Myth: Some interviewee's are more credible than others, depending upon race or ethnic origin. (Fact: Be aware that lack of eye contact or other behaviors may be culturally bases and may not be reliable indicators of credibility.)

4. Myth: Gender of the interviewee does not affect the investigator's assessment of credibility.

5. Myth: Persons in particular occupations (such as doctors, clergy, professors) are more truthful than persons in certain other occupations.

7. Myth: Middle-class interviewees (including most supervisors and administrators) are more likely to tell the truth than people from lower social/economic classes.

B. The following factors affect the reliability of an interviewee's testimony

1. Factor: The more often an observer sees the same event, and the longer she/he sees it, the more accurately she/he will recall it. (But if something is normally done every day or is always done in the same way, it's harder to recall specifically whether it happened or how it was done on any given day.)

2. Factor: Witnesses are often inaccurate in perceiving and recalling such facts as duration of an event, height, distance, etc.

3. Factor: Recollection of the details of a violent or highly emotional event is less than recollection of less charged events.

4. Factor: Interviewee bias distorts truth and is not always easily detected.

5. Factor: As time passes, memories dim.

6. Factor: Interviewees' recollections of an event are susceptible to unintended alteration based on "post-event" information.

C. Guidelines for assessing credibility

1. Look for inconsistencies:

a. Within the interviewee's testimony.

b. Between the present account and past accounts given by the interviewee.

c. Between the testimony and facts clearly established by other witnesses or documentary evidence.

2. Weigh carefully the significance of an interviewee error. A lie, error, or selective recall may discredit the interviewee's entire story, but look for the interviewee's motive before throwing out the entire statement.

3. Compare the interviewees in terms of their potential interest in the outcome of the case, and judge their credibility accordingly. What does the interviewee have to gain or lose by giving his/her version?

4. Look for the honest interviewee who admits not remembering something clearly or admits something unfavorable to his/her side.

5. Be wary of hearsay. Hearsay is second-hand evidence which comes from what the witness has heard others say.

a. Determine whether the statement is hearsay or can be proven.

b. Hearsay that just provides background information is more acceptable than hearsay about a critical issue in this case.

6. Be extremely wary of character (reputation) evidence.

7. Try to obtain additional witnesses or documents to resolve credibility issues.

8. Look at each interviewee's statement as a whole, and determine which version of the disputed event is more plausible in light of common experience and common sense.

9. Do not rely on interviewee's conclusions. Obtain and focus on the facts that support their conclusions.

V. Evidence

A. Preserving all relevant evidence about the complaint and the efforts to investigate/resolve the complaint is essential to defending possible future outside claims in a discrimination, retaliation, or defamation proceeding. Retain the internal investigative file for at least three years from the date of the record or any procedure and should prepare a written report as described in the handout on Complaint Investigation Documentation.

2. Notify the respondent and respondent's supervisor(s) who was informed about the complaint that the allegations have not been substantiated. A brief memo stating this finding should be sent to the respondent and supervisor(s).

B. If the conclusion is that there is a reasonable basis to believe that illegal discrimination has occurred:

1. Notify the appropriate administrators and discuss the findings and recommended corrective action.

2. After agreement has been reached about remedial action and/or disciplinary action to be taken, the investigator should verbally notify the respondent of the finding that University policy or law has been violated. Only a line administrator should notify the respondent of discipline to be imposed. If the respondent wishes to appeal the investigator's finding of discrimination, the investigator should explain the formal procedure which may be used to file an appeal. The investigator should then prepare a written report as described in the handout on Complaint Investigation Documentation. If the respondent does not choose to contest the findings but wishes to grieve any discipline imposed, the discrimination complaint process is concluded and a written report should be prepared as described in the documentation handout. If the respondent accepts the findings and any discipline to be imposed, no report should be prepared.

3. The investigator and/or appropriate administrator should meet with the complainant to explain how the problem can be corrected. No written report should be made to the complainant, although it may be helpful to send the complainant a letter outlining the resolution that has been reached.

VII. A final checklist for investigating complaints:

A. Take each complaint seriously.

B. Investigate promptly.

C. Don't punish the victim.

D. Interview all relevant witnesses and review relevant documents.

E. Keep the complainant informed of progress.

F. Discipline appropriately.

G. Document the investigation.

H. Obtain or write a letter acknowledging the complainant's satisfaction if corrective action occurred.

I. Follow-up to ensure that substantiated misconduct has ceased.

QUESTIONING TECHNIQUES

Keep questions brief and understandable. Ask only one question at a time.

Poor	Better
Could you tell me if you have any knowledge of these allegations or incidents as reported by the complainant, and if so how did you acquire this knowledge and what did it consist of?	1. Are you familiar with this situation? 2. How did you become aware of it? 3. Could you tell me what you know about it?

Use open-ended questions. Avoid questions that can be answered "yes" or "no" and avoid leading questions (a leading question suggests the answer the witness is expected to deliver).

Avoid	Try
Did you witness or overhear the supervisor making negative comments about the employee's age as it relates to his work performance?	1. Have you ever been present when the supervisor criticized the employee's performance? 2. What did you hear the supervisor say?

Phrase questions so that it is clear that the allegations are being made by the complainant, not the investigator.

Avoid	Try
Did you ever tell sexually oriented jokes and stories to the complainant	The complainant has alleged that you told her sexually explicit jokes and stories. Could you respond to this?

ASSESSING CREDIBILITY IN HARASSMENT COMPLAINTS

Resolving credibility issues can be one of the most difficult aspects of investigating a complaint of harassment, particularly when the complainant and respondent give contradictory accounts of key events. The enclosed checklist, which is adapted from the material that the EEOC provides to its investigators, may be useful in helping to assess credibility and reach a decision about whether a complaint has been substantiated.

YES NO

___ ___ Did the demeanor or behavior of the people involved in the alleged harassment change immediately after the incident?

___ ___ Did the alleged victim discuss the incident with anyone immediately after the incident? (If so, it would be useful to determine if that version of events is consistent with the version now being offered.)

___ ___ If the employer had an in-house complaint procedure in place, did the complaining party use it?

___ ___ If not, were there extenuating circumstances that explain the failure?

___ ___ Have other charges, formal or informal, been filed against the individual alleged to have committed the harassment?

___ ___ How does the story of the alleged victim hang together; is it internally inconsistent?

___ ___ Is the victim's story not full of holes and improbabilities?

___ ___ How does the story of the alleged harasser hang together; is it internally inconsistent?

___ ___ Is the harasser's story full of hole and improbabilities?

Comment: If the answer to any of these questions is *yes* that answer tends to support the complainant's case. If you don't have a significant number of *yes* answers, you have reason to be skeptical, although that does not mean you can abandon your inquiry.

If there were no *yes* answers, the lack of corroborating evidence where it should logically exist would undermine the complainant's charges.

Adapted from EEOC Policy Guideline N-915.035 10/25/88

COMPLAINT INVESTIGATION DOCUMENTATION

Types of documentation discussed:

I. Complaint statement
II. Outline of planned interview and notes taken during interview
III. Investigation report

Topics to cover for each type of documentation

Purpose
Content
Format
Retention
Legal/Contractual Status of Documentation

I. Complaint Statement

The purpose of the complaint statement is to identify issues and key points from the complainant's perspective. A complaint should include specific information about

- what the respondent is alleged to have done,
- when the alleged incident(s) occurred,
- who beyond the complainant and respondent was involved,
- who may have observed the incident(s)
- who may have pertinent information,
- what outcome the complainant is seeking, and
- the perceived basis for the discrimination/harassment

In an informal equal opportunity complaint the University does not require a written, signed complaint. During an initial interview of any complainant the investigator should ask questions to ensure that all the elements of a complaint statement are covered. Following the interview the investigator should draft a brief complaint statement for use in focussing the investigation. You may find it helpful to show this statement to the complainant to assure that you have reflected the complaint accurately and fully. On a case-by-case basis you may decide whether to ask the complainant to sign the statement. If the complaint later becomes a formal complaint, the investigator may use this statement to draft a complaint for the complainant's signature.

Do I have to? In a case involving a low-level charge of discrimination or harassment, such as occasional mildly offensive language, the investigator may be tempted to forego one or more elements of documentation, in the interest of time. Don't do it. Documentation may consist of brief, handwritten notes, but it is important in every case. You never know which low level complaint is the tip of the iceberg. In addition, structuring the process and documentation will help you conduct a more effective and efficient investigation in every case.

The University of Maine System "Summary os Equal Opportunity Complaint Investigation" form should be completed and forwarded to the System for each equal opportunity complain received. You may also find the form useful in documenting complaints for your own records.

The complaint statement should be retained in the investigator's files for at least 3 years.

II. Outline of Planned Interview and Notes Taken During Interview

Before the Interview

In advance of any interview the investigator should plan specific questions to ask. Review the complaint, other relevant documents, and notes from previous interviews in framing questions.

It's often helpful to prepare a written interview format on which you've recorded the questions and provided space for responses. At the top of the page enter the name of the interviewer, the person being interviewed, anyone else present, and the date and time. (When a case is really hot you may have several interviews in a day; it helps to be able to recall the exact sequence.)

During the Interview

One approach to recording the interview is to divide each page vertically. On the left one-third or one-half record the questions and your notes or observations. On the right record the responses of the person being interviewed. Note key words from the response. If a particular statement or phrase is very telling, record it verbatim and enclose it in quotation marks.

On the left, write the planned questions prior to the interview. As you proceed with the interview you will undoubtedly add questions and you can jot key words in the left-hand section. Recording additional questions isn't necessary when the question is very open ("Could you explain that more?"), but is important when the question changes the direction of the discussion or when it prompts specific information. Noting the question puts the response in context.

Also use the left side of the page to record observations, such as unusual emotional reactions or body language, which will help you recall the tone of the interview and which may help in assessing credibility. To the extent possible note what you objectively observed (a laugh, tears, raised eyebrows), and not just your interpretation. Of course, you won't record all reactions. Note your observations when a reaction is startling or when it is inconsistent with what the person said.

During the interview you may think of actions you should take, such as interviewing an individual you hadn't planned to interview, or checking a documentary source of information. You may find it easier to retrieve these ideas if you have a symbol to highlight them. An arrow or a star in your notes may mean "Follow-up required."

How much to record

Obviously you will not be able to record the interview verbatim, especially since you need to assess information and ask follow-up questions as the interview proceeds. While it's good that the person sees that you are recording the information carefully, you don't want to appear to be totally absorbed in note taking. Also, the person being interviewed may be intimidated if she/he feels that every word is being recorded and may come back to haunt.

By using key words and your own abbreviations you'll find you can capture most of an interview. It's probably best not to screen out a lot of information recording only what seems important, because what seems unimportant may become essential. In addition, it's easier to take notes of all points rather than to make contemporaneous decisions about what's important. Of course, if the person being interviewed strays far from the matter at hand or is repetitious, you don't need to record all that is said. You'll also probably find it easiest to keep the notes in the first person ("I") rather than translating to the third person.

After the Interview

Immediately after the interview go over your interview notes. Fill in words you left out which may not be so obvious later. You may jot down a verb and after the interview need to fill in the subject. You may have written down the wrong word — the person said receive and you wrote reserve. You may at this point want to add observations to your side of the paper or highlight statements that suggest questions for other interviews. Look for and highlight discrepancies, either within this interview or between this interview and other evidence. The sooner after the interview you do this, the better the quality of your notes will be.

There is no need to type or formalize interview notes. There is ordinarily no need for anyone other than the investigator to see these notes. The notes should be kept in the investigator's files with the complaint.

III. Investigation Outcome/Report

The ending point of every investigation should be documented. Depending on the nature of the complaint and the outcome this may be a note in the investigator's file or a report. The "Summary of Equal Opportunity Complaint Investigation" can serve this purpose for most equal opportunity investigations. At a minimum the final entry to the file should show the status of the case, the date, and who was notified. For example:

Jane Doe called on September 30, 1990 to withdraw the complaint. I called John Smith and his supervisor to inform them. Or, on January 4, 1991 John Smith agreed not to make disparaging remarks about minority science students. I informed the complainant, Bill Jones, Chairperson White and Dean Andrews. They will alert me to any recurrences; otherwise the case is closed.

Two helpful hints:

1. When writing dates, include the year. Looking back months or years hence it won't always be apparent.

2. Always sign or initial notes to the file.

If the complainant and respondent have reached an agreement about future interaction, you may want to write to both stating the terms of the agreement. This will record their agreement and help clarify the specifics. Then if one or the other later breaches the agreement, there will be a record of specifically what was agreed.

Report of Investigation

When? A report should be issued whenever the charges are serious (warranting discipline if substantiated) and the outcome is not satisfactory to both the complainant and respondent. This means that you will issue a report whenever a case will be pursued through the format equal opportunity complaint procedure. Other cases may also fit this criterion but not be filed for a formal procedure, e.g., discipline is recommended but the respondent will challenge the discipline through a grievance rather than the formal procedure.

The process for determining whether a report is appropriate will depend on whether you have concluded that there is or is not a reasonable basis to believe that illegal discrimination occurred.

If the conclusion is that there IS NOT a reasonable basis to believe that illegal discrimination has occurred:

> Meet with the complainant to explain the conclusion. The complainant may accept the investigator's explanation or may be satisfied that a fair investigation has been conducted, and may decide not to appeal the finding through a formal hearing or to file an outside complaint. If the complainant is satisfied, no written report should be written. If the complainant is not satisfied, the investigator should inform the complainant of the right to appeal the findings through the formal procedure and should prepare a written report. In most instances a complainant will need some time to think about whether she/he is satisfied or will appeal the findings. Encourage the complainant to make this decision within a reasonable time (perhaps a week) and follow up if necessary.
>
> After meeting with the complainant, meet with the respondent to explain the conclusion. Tell the respondent that the complainant has the right to appeal to a formal procedure and that you will keep the respondent informed.

If the complainant decides not to appeal the findings, notify the respondent and respondent's supervisor(s) who was informed about the complaint that the allegations have not been substantiated. A brief memo stating this finding should be sent to the respondent and supervisor(s).

If the conclusion is that there IS a reasonable basis to believe that illegal discrimination has occurred:

Notify the appropriate administrators and discuss the findings.

Usually the investigator does not have authority to effect needed remedial action or discipline. The investigator will recommend actions to prevent future offenses, to safeguard against retaliation, to make the complainant whole, or to discipline the respondent. These recommendations should be made only to administrators with authority to act on them and should not be divulged to the complainant or respondent. It may be advisable to make recommendations verbally in the event an outside claim is later filed and the institution is required to produce documents related to the complaint.

After agreement has been reached about remedial action and/or disciplinary action to be taken, the investigator should verbally notify the respondent of the finding that University policy or law has been violated. Only a line administrator should notify the respondent of the discipline to be imposed. The notice of the discipline and the reasons for it should be in a letter to the respondent from the President or an appropriate administrator serving as the President's designee. The disciplinary letter should be placed in the respondent's personnel file.

If the respondent wishes to appeal the investigator's finding of discrimination, the investigator should explain the formal procedure which may be used to file an appeal. The investigator should then prepare a written report. If the respondent does not choose to contest the findings but wishes to grieve any discipline imposed, the investigator should also then prepare a written report.

Inform the complainant of the outcome verbally and in writing, including:

- The fact that some, or all of the allegations have been substantiated;
- Specific details abut any corrective action the University will take to make the complainant whole;
- A general statement that the accused has been disciplined, if discipline was imposed (specifics about the discipline cannot be given without violating the accused person's right to privacy);

- Any condition that has been imposed on the accused to refrain from specified types of contact with the complainant;

- The need for the complainant to report any retaliation if it occurs.

Why? The report will document the need for the recommended discipline and will record the investigative process to establish just cause should the discipline be grieved. If charges were not substantiated and the complainant decides to file an agency or legal action, the report will document the University's investigation and attempts to resolve the situation. Regardless of the outcome a report demonstrates to the complainant and respondent that the complaint was fairly and thoroughly investigated.

Who? The report should be provided to the complainant, the respondent, the bargaining agent representative (if the employee has elected to be represented), and the supervisor and line administrators responsible for the respondent. If a complaint will be heard under the formal procedure, the report should also be provided to the individual or panel responsible for the hearing. In some circumstances, others may appropriately receive the report, but distribution must be limited to those who need to know.

All who receive the report should be instructed not to copy it or distribute it further. Some experts recommend that all copies be returned to the investigator. The investigator should file a copy of the report with the complaint file. The report should not be placed in the personnel file of the complainant or respondent.

The final report contains highly sensitive material. We recommend using names of parties as follows:

Complainant -	Refer to by name
Respondent -	Refer to by title (e.g., the Dean) when the complaint regards an action performed as part of the respondent's official duties (e.g., a promotion decision) or otherwise by name (e.g. harassment)
Witness -	Refer to as Ms. A. Professor B., etc. When University administrators or decision makers are interviewed, refer to them by title

What? The report should address all allegations, one by one. For each charge the investigator should summarize the evidence gathered and state a finding of fact. In finding whether discrimination or harassment occurred, the investigator must measure all actions against legal or policy definitions of discrimination or harassment. Conduct may be unfair or inappropriate (even meriting discipline(without constituting discrimination or harassment. The investigator needs to keep in mind his/her charge and refer other issues to appropriate administrators for further investigation or action.

In many complaints the allegations, supporting evidence and refuting evidence will be complex and detailed. It is not effective to include in the report all the intricate, perhaps twisting and contradictory, evidence. In summarizing the evidence, note the major points. As a rule of thumb no more than two or three paragraphs will be needed to discuss each allegation. Consequently, even a complex set of allegations and findings can be covered in a report of two or three pages.

Before issuing a report a campus Equal Opportunity Officer should send the draft report to the System Office Equal Opportunity Coordinator for review. The Coordinator will involve University Counsel in the review when appropriate. If an equal opportunity complaint later results in charges filed with the Human Rights Commission or in a lawsuit, the report will be available to all parties. Review at the System level will contribute to system-wide consistency in dealing with issues of discrimination and harassment.

IV. Legal Contractual Status of Investigation Documentation

Don't Promise Confidentiality

Documentation of an investigation is not public information. It cannot be accessed by an individual or organization (such as the media) under the Freedom of Information Act. However, all documentation is subject to subpoena in a legal action. Investigators cannot promise complainants, respondents, or witnesses complete confidentiality. Investigators should tell all parties that information will be divulged only when necessary to properly investigate or resolve the situation, only to those with a need to know, or when legally required.

Defamation

The University may be liable for defamation if information about charges which prove to be false is improperly divulged. In order for the University to be protected, statements must be made "in good faith for a proper purpose to someone who has a legitimate interest in, right, or duty, to receive the information."[1] Care should be taken that clerical staff have no opportunity to read a report received by the supervisor.

Should we document?

Some investigators decide not to issue reports or not to keep any documentation because they cannot guarantee the information's confidentiality and because documentation may be used against the institution in an outside complaint or suit. We recommend against that approach. Documentation that a fair, impartial investigation occurred is important to protect the University if an outside complaint or suit is later initiated. Further, only by having records of investigations can an investigator (or an investigator's successor) discover and document patterns of discrimination or harassment. Because an individual who discriminates or harasses may have a number of victims over a long period of time, the University can best protect students and employees by maintaining investigation records. At the same time, those accused of discrimination or harassment must be protected by a fair, disciplined investigation and meticulous attention to proper security of records.

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[1] Bryson, Cheryl Blackwell, "The Internal Sexual Harassment Investigation; Self-Evaluation Without Self-Incrimination, "Employee Relations Law Journal, Vol. 15, No. 4 (Spring 1990), p.551.

KENNETH FOSTER APPLIED TECHNOLOGY CENTER - FARMINGTON, ME

GENDER ISSUES IN EDUCATION

TUESDAY, JANUARY 11, 1994
Self Study

Agenda

Greetings

What is good teaching?

How do you know if you're doing it?

Break

Student panel:

What do you identify as injustices at school?
Do these injustices keep you from learning as much as you could?
What could be done to change the situation ...
  by the adults?
  by you?

What works?
  Activities with students that enhance tolerance

(REMINDER: Please bring examples of these each time!)

Dinner

Future meetings:

February 28 (Monday)	Across the curriculum: an "integrated" approach to equity Teens and Theater
March 23	Making the work more inclusive panel and discussion
	Action plans for the future

GENDER ISSUES IN EDUCATION

Upcoming Meetings:

Date: Monday, February 28, 1994 @ 4:00 PM, Homestead Bakery
Focus: Learning from and with students about tolerance
student panel
teens and theater

Date: Wednesday, March 23, 1994 @ 4:00 PM, Homestead Bakery
Focus: Panel: How to make this work more inclusive -- Where to we go from here - Action plans for future work

Reminder: Bring information about strategies that work to increase tolerance in school. A collection of these will be reprinted for everyone.

Western Maine Partnership
U.M.F. & CADRE

M.F. DONAGHUE photo

Gender bias?

Educators Peggy Stubbs and Ray Therrien joined students and parents at Mount Blue High School in Farmington this week to discuss gender biasin the classroom. To promote equality, teachers need to be sensitized to the problem, monitor their own behavior and highlight positive aspects of their schools, they said.

G-5

Teachers say educators should be sensitized to gender bias

By M.F. DONAGHUE
Special to the Sun-Journal

FARMINGTON — Educators can help to eliminate gender bias in the classroom by sensitizing themselves to the problem, monitoring their own behavior and highlighting positive aspects of their schools, teachers told parents and students at Mount Blue High School this week.

"Girls are shortchanged," teacher Peggy Stubbs said. "It's a troublesome issue. Teachers may know there is a problem but are not sure how to deal with it."

Stubbs and fellow teacher Ray Therrien joined parents and students to discuss "How Schools Shortchange Girls," a recent report issued by the American Association of University Women that concludes boys have a distinct advantage over girls at all levels of education.

One parent in the audience remembered passive rather than active discouragement during her school years.

> "Girls are shortchanged. It's a troublesome issue. Teachers may know there is a problem but are not sure how to deal with it."
>
> — **Peggy Stubbs, teacher**

"It wasn't necessary for a girl to do well in school," she recalled. "Get married, have babies — that's what girls do."

After looking at personal instances of gender bias, Stubbs and Therrien summarized the findings of the association's study.

According to the report, the biggest advantage boys have in school is that they tend to get much more of a teacher's time and attention. Boys are more often perceived as potential discipline problems or as less interested in school. So teachers tend to spend more time checking on boys' work and activities. Teachers also ask more probing questions of boys and give boys more praise.

Girls, who are seen as more docile and well-behaved, tend to receive fewer minutes of personal attention. Praise for girls is often focused on appearence, such as the neatness of their work.

Teachers can help eliminate such biases by being sensitized to the problem and monitoring their own classroom behavior. Next, eductors can "highlight the positives" in their classes and schools. At Mount Blue, one such positive is the present course "Closing the Gender Gap," in which students examine sex-role stereotypes and gender equality.

"Teachers can do better but there are other pieces to the problem," Stubbs said. "Parents need to be involved."

Therrien noted that many of his students' perceptions of gender roles are formed at home.

"There are many parents for whom school has been a negative experience and they're unwilling to get involved," he said.

"It's difficult to support children who make nontraditional choices," Stubbs conceded, explaining that well-intentioned parents may discourage children from career choices that cross tradional sex roles: boys may be discouraged from becoming nurses, girls from becoming mechanics.

Mount Blue student Heather Vaughn said she knows those parental fears firsthand.

"Both my parents want me to go to college. I want to be a veterinarian, but my mother thinks I should be a nurse or a teacher," Vaughn said.

Such fears about sex-role stereotypes can also affect a boy's choices and options.

"Bias works both ways," Stubbs said. "Boys don't always want to be the center of attention or in the tough-guy role."

As a teacher, Therrien said he often hears his male students asking, "Will someone tell us what is correct?"

"Boys are confused about their roles today," he said.

While the evening's discussion raised more issues than solutions, Stubbs and Therrien were optimistic about meeting the challenges of gender bias in the classroom. In the future, they hope to bring their message to a wider audience of students, teachers and educators. Recognition of the problem is the first step in eliminating gender inequality in education, they said.

"There is a need for tolerance," Therrien concluded. "We have to realize that we are all in this together and that everyone has a contribution to make."

BEST COPY AVAILABLE

WATERVILLE REGIONAL VOCATIONAL CENTER - WATERVILLE, ME

CHOOSING STORIES FOR CHILDREN
COMPETENCY
HOMEWORK

Borrow a picture/storybook from a younger sibling, relative or a friend's child.

ANSWER THE FOLLOWING QUESTIONS.

1. How many characters were in the book?

2. What was the general idea of the story?

3. What gender (male or female) were the characters? How many of each?

4. What were the careers, tasks, or interests of each character/ (Use the illustrations to help you answer this.)

5. Does this book promote gender stereotyping?
"Does the book show girls doing only things traditionally associated with girls, like dolls, and the boys doing things traditionally associated with boys, like trucks?"

   Give specific examples.

6. Does the book show female characters as competent with many different interests? (example)

7. Does the book show male characters as warm and caring family members? (example)

Duty A, H

G-8
H-3

Elementary Awareness Program

Goal: To demonstrate the relevance of academic achievement to real life work experience to fourth grade students.

Objective: W.R.V.C. students will demonstrate and allow younger students apply math, science, and communication skills in an applied setting.

Proposed Programs:

Graphic Arts
Computer Program
Culinary Arts
Metal Manufacturing
Electronics
Heating
Auto Technician
Building Trades
Carpentry
Health Occupations
Early Childhood Occupations
Auto Body Repair

Activity: Specific activities will be created to allow the High School student to:

- describe the occupation of study(career awareness)
- teach a mathematics/science/communications skill to the younger group
- demonstrate the skill to the younger group
- the younger group will perform an age appropriate activity

Responsibilities:

Waterville Regional Vocational Center:

- Instructors will select activities created for the specific purpose of this event.
- High School students will be carefully selected and trained to perform the activity
- Materials and area will be set-up and practice performed prior to the event
- The Early Childhood Program will provide technical assistance and guidance for the program
- The Culinary Arts Program will provide a snack for the participants

Pleasant Street School:

- Will provide transportation for students
- Will provide one adult chaperon for each group

NV1431g.nic

Workshop Design - to include different courses in the program and to insure non-traditional element in each group

First Session 8:45 - 9:30

GROUP 1	**GROUP2**	**GROUP 3**	**GROUP 4**	**GROUP 5**
Electronics	Heating	Health	Computers	Auto
Culinary	Metal	Computers	Electronics	Health

Break{9:30 - 9:45}

Second Session 9:45 - 10:25

GROUP 1	**GROUP 2**	**GROUP 3**	**GROUP 4**	**GROUP 5**
Health	Computers	Auto	Culinary	Heating
Carpentry	Building Trades	Graphic Arts	Heating	Computers

SCHEDULE OF EVENTS

There will be five visiting groups on Thursday, March 18, 1993, the tour guides will be called down to the Vocational Cafeteria. The time table is set up as follows:

Arrive - 8:45 report to Vocational Cafeteria

First Session: 8:45 - 9:45
First Visit: 8:45 - 9:10
At this time Tour Guides please escort your group to the Second Program Visit - 9:10
Second Visit: 9:10 - 9:30
Return to Voc Cafe for Break - 9:30

Second Session: 9:45 - 10:25
First Visit: 9:45 - 10:05
At this time Tour Guides please escort your group to the Second Program Visit - 10:05
Second Visit: 10:05 - 10:25
Return to Vocational Cafeteria(wrap-up, pep-talk) - 10:30

The dynamics of travel time make it necessary that we announce all movement of students for the tour. Please be aware and respond in a timely fashion to all announcements.

Waterville Regional Vocational Center
Waterville, Maine

TO: WRVC Faculty

FROM: Bonnie Brown

DATE: May 5, 1992

RE: Thursday's workshop

Please request two student representatives from your class to attend the Thursday workshop. A description of the session is as follows:

Steve Thompson will explore the decision making process looking at life/work options and the impact of family on career choices.

He will share recent information on job trends and answer questions regarding personal interests.

Program ______________________

Student Representatives

____

____

Please place this information in Bonnie's mailbox.

Portland Regional Vocational Center
Portland, ME

Exploring Greater Portland Industries
In-service course for Educators
1993 - 1994

Equal Opportunities in Education and Employment

PURPOSE: The Portland Career Guidance Consortium with the assistance from the PRVTC Cadre Project is sponsoring an in-service course designed to acquaint educators with the specifics of the rapidly changing world of work in Greater Portland business and industries.

LEARNING OBJECTIVES: As a result of this activity, participants will be able to:

1. Relate the day to day operations of companies visited.
2. Describe the general categories of industries and the related services within each industrial group;
3. List the market characteristics of each organization visited.
4. List the prominent areas of employment, job descriptions, qualifications, requirements, and idiosyncrasies
5. Report technological advances observed, opportunities for individuals with disabilities, and the extent of equal opportunities for men and women in each organization visited.

LEARNING ACTIVITIES: The program will include on-site visitations and plant tours of business and industry in the Greater Portland area. Each session will include a brief orientation, a presentation relative to specific activities and products, a personal tour of the facility, and a follow-up question and answer period.

At this time, the following occupational/industrial areas are being considered for inclusion in the course:

Automotive Sales/Service
Transportation
Graphic Arts
Architecture
Manufacturing
Health
Engineering
Business & Office
Retail Sales
Hospitality
Machine Tool
Broadcasting
Insurance
Construction

LOGISTICS: There will be 15 class meetings. The class will begin on Thursday, Sept. 23, (tentative) at PRVTC. Thereafter the class will meet every Thursday with the exception of school holidays. The final class will be held in late February. A schedule of site visits will be distributed at the September 23rd meeting. Private vehicles will be used for site visits, which will be held from approximately 3:15 to 5:30.

The course will be limited to 18 participants who must indicate a commitment to attend all fifteen sessions. Priority will be given to school counselors, vocational personnel and teachers within the PRVTC region. Class will fill on first come, first served basis.

FEES/CREDIT The fee for the course is $25.00. This includes course materials and 4.5 Continuing Education Units (4.5 CEU's equal 3 recertification credits). Course fees are non-refundable.

****

I definitely plan to take the course, "Exploring Greater Portland Industries"

NAME____________________________________

SCHOOL__________________________________

TITLE___________________________________

_____ Enclosed is a check for $25.00 made payable to PRVTC/City of Portland

Return to: Frank Ingerowski
PRVTC
196 Allen Ave.
Portland, ME 04103

CAREER GUIDANCE
Portland Regional
CONSORTIUM

EDIS 270 SEC. 51

'92 EXPLORING GREATER PORTLAND BUSINESS AND INDUSTRY

TENTATIVE SCHEDULE

October 8	(Room #250, PRVTC, 3:15 P.M.) Orientation Purpose Expectations Notebooks - Industry Data Sheets Pre-Test
October 15	Waterfront (Working)
October 22	(3:00 P.M. Arrival) Airport (Delta, Air Traffic Control)
October 29	Construction (Site Visit-TBA)
November 5	New England Telephone Company
November 12	(3:00 P.M. Arrival) Broadcasting (Channel 13)
November 19	Newspaper
December 3	Health (Maine Medical Center)
December 10	Retail/Sales (Hannaford Bros.)
December 17	Hospitality (Sheraton)
January 7	Engineering (S.D. Warren Co.)
January 14	BioTech (IDEXX)
January 21	Manufacturing (National Semiconductor)
January 28	L.L. Bean
February 4	Business (UNUM, Insurance)
February 11	Post-Test Wrap-Up Critique Reunion

February 25 - Storm Make-up Class

EDIS 270-51

Equal Opportunities in Education and Employment

Exploring Greater Portland Industries: Tentative Schedule

1. September 23, Orientation - PRVTC 3:15PM
   Course Expectations, Requirements, Industry Data Sheets, Pre-test (Speaker)
2. September 30: Maine Printing and Business Forms
3. October 7: Channel 13/ WGME-TV
4. October 14: Infiniti of Falmouth, Inc.
5. October 21: Skillin's Greenhouses
6. October 28: Sheraton Tara Hotel
7. November 4: TBA
8. November 18: National Semiconductor
9. December 2: TBA
10. December 9: Nichols, Portland
11. December 16: Meet at PRVTC for Group Process, speaker, assessment
12. January 6,: TBA
13. January 13: Hannaford Brothers
14. January 20: ME. Medical Center (tentative)
15. January 27: Meet at PRVTC for wrap-up
    Final evaluation and assessment
16. (February 3: STORM DAY MAKE-UP)

CAREER GUIDANCE
Portland Regional
CONSORTIUM

January 22, 1993

Mr. Eric T. Longpre
Communications Director
National Semiconductor
333 Western Avenue
South Portland, ME 04106

Dear Mr. Longpre,

On behalf of the teachers and counselors enrolled in the Exploring Greater Portland Industries program, thank you for taking the time to organize the excellent tour of National Semiconductor.

The information session was well planned and exceeded our expectations. We were particularly impressed with the educational program that is available to your employees and with your profile of the future workforce.

Please express our appreciation to Rosemary Libby, Sylvia Most, Jim Verrill and Alan Cardinal for providing us with an interesting and informative experience.

Sincerely,

Frank Ingerowski

Frank Ingerowski
Chairman
Career Guidance
Consortium

FI:adm

MAINE MEDICAL CENTER

PRELIMINARY SCHEDULE PRELIMINARY SCHEDULE

Portland Career Guidance Consortium
Maine Medical Center Visit
Thursday, January 20, 1994

Parking is recommended at the Gateway Garage next to the Sonesta Hotel on High Street, Portland. A shuttle bus operates continuously during business hours between the High Street entrance to the Garage and Maine Medical Center's Admitting Entrance.

3:00-3:15	Meet Janet Alexander, Administrative Projects Manager at MMC Admitting Lobby and move to Classroom #2, Dana Education Center
3:15-3:30	Introductions and coffee
3:30-3:45	Mary Main, Manager General Employment
3:45-4:00	Emmy Hunt, R.N., Head Nurse Emergency Medicine
4:00-4:15	David Wennberg, M.D., Director Health Services Research
4:15-4:30	John Romano, Asst Dir/Production Food & Nutrition Services
4:30-4:45	Jennifer Lohnes, Director Betsy Smith, Trng/Projs Specialist Medical Records
4:45-5:00	Neil Schuster, Division Director Physical Therapy
5:00	Meet shuttle at Admitting Lobby for return to Gateway Garage

1/12/93

22 Bramhall Street, Portland, Maine 04102 (207) 871-0111

MAINE MEDICAL CENTER

January 12, 1994

Mr. Frank Ingerowski
Portland Regional Vocational Technical Center
196 Allen Avenue
Portland, Maine 04103

Dear Frank:

We are looking forward to meeting next Thursday, January 20th here at the Medical Center with the high school guidance counselors and I thought you might wish to pass on to participants some advance information on parking and a central place to convene before the session.

As we discussed, your best option for parking is at the Gateway Garage adjacent to the Sonesta Hotel on High Street. Participants may pick up our shuttle bus at the garage's High Street entrance and will be dropped off at the hospital's Admitting Lobby where I will meet you. The shuttle makes continuous runs so waits tend to be brief, but if there seems to be any delay, ask one of the garage attendants to check on the shuttle's location. Participants also may find parking in the Bramhall lot across the street from MMC's main entrance, but that lot often is filled with patients' and visitors' vehicles. The entrance to that lot is on Chadwick Street, about half a block from the Bramhall Street doors. Once we arrive at our meeting place, I will provide passes allowing free parking at both locations; participants do not need to bring their parking tickets with them.

You will see from the attached preliminary schedule that we plan to cover a variety of health care arenas. Presenters expect to restrict their talks to about 7 minutes, leaving a similar duration for questions. It isn't much time, but I think striving for breadth rather than depth for these sessions will work best; if the group or individuals want more information about specific positions or departments, we will be happy to develop additional tours or visits to schools or whatever seems likely to be useful to you. We will wrap up this session promptly at 5:00 PM.

Please call me at 871-2814 if you have questions. See you Thursday.

Yours truly,

Janet Alexander

Janet M. Alexander
Administrative Projects Manager

Attachments

22 Bramhall Street, Portland, Maine 04102 (207) 871-0111

EDIS 270 SEC. 51

EXPLORING GREATER PORTLAND BUSINESS & INDUSTRY
INDUSTRY DATA SHEET

NAME OF COMPANY: ______________________________

CONTACT PERSON: ______________________ PHONE NO: ____________

MAJOR PRODUCT OR SERVICE:

AREAS OF FUTURE PRODUCT AND/OR OCCUPATIONAL GROWTH:

ENTRY LEVEL OCCUPATIONS AVAILABLE:

EDUCATION, TRAINING, SKILLS REQUIRED:

HIRING PRACTICES:

OPPORTUNITIES FOR ADVANCEMENT/CAREER LADDERS:

WORKING CONDITIONS:

IN-HOUSE BENEFITS (TRAINING, INSURANCES, ETC.):

ANTICIPATED IMPACT OF TECHNOLOGY:

OPPORTUNITIES FOR GRADUATES WHO SEEK EMPLOYMENT IN JOBS NONTRADITIONAL TO THEIR SEX:

OPPORTUNITIES FOR GRADUATES WITH DISABILITIES:

EDUCATIONAL RESOURCES (TOURS, JOB-SHADOWING, GUEST SPEAKERS, ETC.)

COMMENTS:

CAREER GUIDANCE
Portland Regional
CONSORTIUM

Career Guidance Consortium
196 Allen Avenue
Portland, ME 04103
Tel. 874-8165

Dear

Thank you for assisting us with the EXPLORING GREATER PORTLAND INDUSTRIES course. This letter is to confirm our plans to visit your firm/company on ______________________
at ______________P.M.

The objective of the course is to acquaint guidance counselors/teachers with the specifics of the rapidly changing world of work in the Greater Portland area. The program will include on-site visitations and tours to businesses and industries in the Greater Portland area. Each session may include a brief orientation, a presentation relative to specific activities and products, a personal tour of the facility and a follow-up question and answer period.

Counselors/teachers will use the up-dated information to advise and counsel students with their career plans. Also, the information will be shared with faculty members at schools in the region.

On behalf of the teachers and counselors enrolled in this program, thank you for your support.

Sincerely,
Frank Ingerowski

Portland Regional Career
Guidance Consortium

H-2

CAREER GUIDANCE
Portland
Regional
CONSORTIUM

EXPLORING GREATER PORTLAND INDUSTRIES
A CLASSROOM ON WHEELS

The Exploring Greater Portland Industries course is truly a classroom on wheels. The class, comprised of guidance counselors and vocational instructors, travels each week to a different business or industry in the Greater Portland area. The purpose of the course is to acquaint educators with the rapidly changing world of work and to update their knowledge of the employment requirements of business and industry.

Included in the site visitations to date have been the Portland waterfront (fish auction and P.J. Merrill Co.), the Portland Jetport, the construction site of the new Cumberland County Jail, the New England Telephone Co., Channel 13 TV, the Portland Newspapers, and the Maine Medical Center. Scheduled for January and February will be site visitations to Hannaford Bros., the Sheraton, S.D. Warren Co., Idexx, National Semiconductor, L.L. Bean and UNUM. Although the course is only half completed, participants indicate they have already accumulated a great deal of information regarding employment requirements and career oportunities in area businesses and industries. This information will be shared with colleagues in the schools and with students and their parents.

For some, the visits have provided a dose of reality in respect to the changes in expectations that await today's students as they enter the world of work. The impact of technology (computers, automation, and robotics) have eliminated many of the traditional jobs and have created many new jobs requiring specialized training and skills. The course is sponsored by the Portland Regional Career Guidance Consortium. Participants who complete the 15 week course will earn 4.5 C.E.U.'s from U.S.M.

NAME________________________________ DATE____________________________

EDIS 270-51
Exploring Greater Portland Industries
Evaluation

1. Did the course meet your expectations?

2. Would you recommend the course to fellow teachers/counselors?

3. List several site visits which were the most interesting/effective.

4. List several site visits which were not effective.

5. Suggestions for improving this course.

6. Suggestions for a sequel to Exploring Industries which would focus on students

7. Suggestions for other courses that would meet your needs:

8. May I quote your remarks in reports on future course descriptions?
Yes No

THANK YOU!

EXPLORING GREATER PORTLAND BUSINESS & INDUSTRY
POST-TEST QUESTIONNAIRE

This course is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators and the business community. Listed below are questions related to areas which will be discussed during the course. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?

   0 1 2 3 4 5 6 7 8 9 10

2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.

   0 1 2 3 4 5 6 7 8 9 10

5. To what extent are you aware of the attitude of employers toward employment of the people with special needs?

   0 1 2 3 4 5 6 7 8 9 10

(~~over~~)

6. To what extent is the community attuned to the needs of non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

7. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

8. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

0 1 2 3 4 5 6 7 8 9 10

9. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree of your knowledge in respect to affirmative action program and sexual harassment policies of local business and industry.

0 1 2 3 4 5 6 7 8 9 10

H-2

Portland Regional Career Guidance Consortium

Awards This
Certificate To

____

For Successful Completion Of
The 15 Week
Exploring Greater Portland
Industries
Program

Date ______________ 19______

____
Chairman-Career Guidance
Consortium

Major Employers with 100+ Employees

UNUM Life Insurance Co.
2211 Congress St 770-2211
Portland, ME 04122
Insurance
3,500 employees

Maine Medical Center
22 Bramhall St 871-0111
Portland, ME 04102
Hospital
3,400 employees

Hannaford Bros. Co.
PO Box 1000 883-2911
Portland, ME 04104
Retail & wholesale grocery
3,386 employees

L. L. Bean, Inc.
Casco St 865-4761
Freeport, ME 04033
Retailer/marketer: outdoor products
3,000 employees

S. D. Warren Co.
PO Box 5000 856-4000
Westbrook, ME 04098
Mfg: paper
2,100 employees

National Semiconductor
333 Western Ave 775-8100
South Portland, ME 04106
Mfg: semiconductors
1,500 employees

New England Telephone Co.
One Davis Farm Rd 797-1081
Portland, ME 04103
Utility
1,300 employees

Shaw's Supermarkets, Inc.
PO Box 3566 773-0211
Portland, ME 04104
Retail grocery
1,175 employees

City of Portland
389 Congress St 874-8300
Portland, ME 04101
Municipal government
1,100 employees

University of Southern Maine
96 Falmouth St 780-4714
Portland, ME 04103
Higher education
1,100 employees

Mercy Hospital
144 State St 879-3000
Portland, ME 04101
Hospital
1,005 employees

Bath Iron Works
40 Commercial St 761-4800
Portland, ME 04101
Ship modernization & repair
1,000 employees

Blue Cross & Blue Shield of ME
110 Free St 775-3536
Portland, ME 04101
Insurance
999 employees

Sebago, Inc.
PO Box 3000 854-8474
Westbrook, ME 04098-3000
Mfg: shoes
850 employees

Brighton Medical Center
335 Brighton Ave 879-8000
Portland, ME 04102
Hospital
750 employees

Portland Newspapers
390 Congress St 780-9000
Portland, ME 04101
Daily newspaper
688 employees

Casco Northern Bank, N.A.
PO Box 678 774-8221
Portland, ME 04104
Banking
648 employees

Maine National Bank
PO Box 919 775-1000
Portland, ME 04104
Banking
550 employees

Eastland Shoe Corporation
5 Park St 865-6314
Freeport, ME 04032
Mfg: shoes
425 employees

GTE Products Corporation
Route 35 642-4535
Standish, ME 04084
Mfg: electromechanical
425 employees

ABB Environmental Svcs, Inc.
PO Box 7050, DTS 775-54
Portland, ME 04112
Environ. management/consulting
400 employees

Konica Quality Photo East, Inc.
PO Box 2011 883-72
Portland, ME 04104-5008
Wholesale photofinisher
382 employees

City of South Portland
PO Box 9422 767-32
South Portland, ME 04116
Municipal government
366 employees

Key Bank of Maine
1 Canal Plaza 874-70
Portland, ME 04112
Banking
350 employees

Nichols Portland
(Division of Parker-Hannifin)
2400 Congress St 774-61
Portland, ME 04102
Mfg: hydraulic components
350 employees

Peoples Heritage Bank
PO Box 9540 761-850
Portland, ME 04112
Banking
339 employees

Holiday Inn by the Bay & West
(operated by Harper Hotels, Inc)
88 Spring St 775-231
Portland, ME 04101-3924
Hotels
325 employees

Sears Roebuck & Co.
400 Maine Mall Rd 775-351
South Portland, ME 04106
Retail department store
325 employees

Central Maine Power Co.
PO Box 1801 800-541-3995
Portland, ME 04104
Utility
320 employees

Cole-Haan Footwear
44 North Elm St 846-3721
Yarmouth, ME 04096
Retail, wholesale footwear
300 employees

J. J. Nissen Baking Co.
PO Box 3588 775-3461
Portland, ME 04104
Mfg: bakery products
300 employees

Levinsky's
278 Congress St 774-0972
Portland, ME 04101
Retail clothing store
300 employees

Saint Joseph's College
Windham, ME 04062-1198 892-6766
Higher education
300 employees

Diocesan Human Relations Svcs.
PO Box 10660 871-7430
Portland, ME 04104-6060
Social services
293 employees

Jordan's Meats
PO Box 588, DTS 772-5411
Portland, ME 04112
Meat processing
285 employees

Samoset Resort
On The Ocean 594-2511
Rockport, ME 04856
Resort
285 employees

Barber Foods
PO Box 4821 772-1934
Portland, ME 04112
Poultry processor
275 employees

Emery Waterhouse
PO Box 659 775-2371
Portland, ME 04104
Wholesale hardware
275 employees

Saint Joseph's Manor
1133 Washington Ave 797-0600
Portland, ME 04103
Long-term care facility
260 employees

G. H. Bass & Company
360 US Route 1 781-3180
Falmouth, ME 04105
Mfg. & retail: shoes
250 employees

Jackson Brook Institute
175 Running Hill Rd 761-2200
South Portland, ME 04106
Acute psychiatric hospital
250 employees

N.E. Rehab. Hospital of Portland
13 Charles St 775-4000
Portland, ME 04102
Hospital
250 employees

Portland Water District
PO Box 3553 774-5961
Portland, ME 04104
Public water/waste treatment
236 employees

First Allied Home Health
222 Auburn Street 878-8100
Portland, ME 04103
Health care provider
225 employees

Hanover of Maine, Inc.
PO Box 9001 883-1695
Scarborough, ME 04070
Insurance
225 employees

County of Cumberland
142 Federal St 871-8380
Portland, ME 04101-4196
County government
220 employees

Saunders Brothers
PO Box 1016 854-2551
Westbrook, ME 04098
Mfg: wood products
215 employees

Town of Scarborough
PO Box 360 883-4301
Scarborough, ME 04070-0360
Municipal government
212 employees

K-Marts (Falmouth/Scarborough)
206 US Route 1 781-4100
Falmouth, ME 04105
Retail stores
210 employees

Burnham & Morrill
PO Box 1871 772-8341
Portland, ME 04104
Mfg: food products
200 employees

Campbell, Payson & Noyes/CU
PO Box 527 774-1431
Portland, ME 04112
Insurance
200 employees

Community Health Services
PO Box 8250. 775-7231
Portland, ME 04104
Home health care
200 employees

Maine Printing & Bus. Forms
PO Box 3878 775-2216
Portland, ME 04104
Mfg: printed materials
200 employees

Maine Rubber International
21 Saco St 856-6381
Westbrook, ME 04092
Mfg: industrial tires
200 employees

Maine Turnpike Authority
430 Riverside St 871-7771
Portland, ME 04103
Toll road operations
200 employees

Pierce, Atwood, Scribner, Allen, Smith & Lancaster
1 Monument Sq 773-6411
Portland, ME 04101
Law firm
195 employees

Spurwink School & Foundation
899 Riverside St 871-1200
Portland, ME 04103
Education, human services
195 employees

IDEXX Corporation
100 Fore St 774-4334
Portland, ME 04101
Mfg: diagnostic products
194 employees

Fleet Bank of Maine
PO Box 17537 874-5000
Portland, ME 04112
Banking
*190 employees
*does not include employees of the former Maine Savings Bank

Cumberland County Civic Center
1Civic Center Plaza 775-3481
Portland, ME 04101
Entertainment
182 employees

Jewish Home for the Aged
PO Box 466 772-5456
Portland, ME 04112
Long-term care facility
180 employees

Sheraton Tara Hotel
363 Maine Mall Rd 775-6161
South Portland, ME 04106
Hotel
180 employees

Vocational HIRE Education Day

Don't Wish for a Good Life

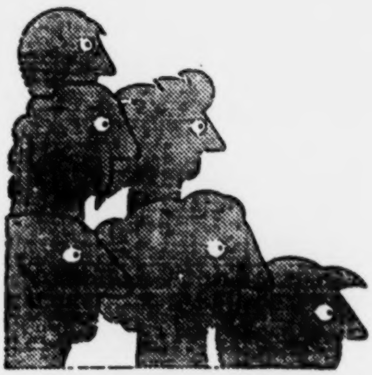
Plan on One!!!

By attending the 3 day workshop designed to prepare you for a successful future!!!!

TIME: 8:45 - 10:35 (AM Session)
11:45 - 1:30 (PM Session)

DATE: **Tuesday, April 14, 1992**
Guest Speakers, Skits, Video, Questions and Answer Time
Wednesday, April 15, 1992
Breakout Sessions - Small group discussions, refreshments
Thursday, April 16, 1992
Program reunion for graduates and lunch for alumni

PLACE: WATERVILLE REGIONAL VOCATIONAL CENTER
Call 873-0102 for more information or reservations



THIS EVENT IS OPEN TO ALL VOCATIONAL STUDENTS, PARENTS, AND COMMUNITY MEMBERS

COLLEGE INTERVIEWING

IDENTIFYING CAREERS

JOB MARKET OUTLOOK RESUMES JOB HUNTING FINANCIAL PLANNING

H-2

Duties A, C, E, F, G, H, I

1993

SCHEDULE

AM

9:00-9:30 Breakout Sessions

Call — Don McIntire-Interviews

Becky Harris-Buying a Used Car

Call — Daniel Bolduc-Insurance Needs

"Myth Busters"-Video demonstrating that high paying trade jobs are not just for men.

Steve Crate-Job Hunting

Lisa Ziobro-Communication

"Sending the Right Signals"-video demonstrating communication skills to deal with harrassment.

9:30-9:40 Refreshments

Call — 9:45-9:10:30 Sexual Harrassment Training Assembly
Katherine Bubar

PM

11:50-12:20 Breakout Sessions
see list above

12:20 -12:30 Refreshments

12:35-1:20 Sexual Harrassment Training Assemble

1:20 Back to classrooms
Complete evaluations

Duty C

1993

SCHEDULE OF SPEAKERS & ROOM ASSIGNMENTS

Mr. Don McIntire - Interviews
Heritage Printing
Metal Manufacturing
NO AM SESSION
PM SESSION Mark C. / Mike

Mr. Dan Bolduc - Insurance
Boothby & Bartlett Co.
Electronics
AM SESSION - Tim / Mark P.
PM SESSION - Doug/ Hope

Mr. Steve Crate - Job Hunting
Employment Development Corp.
Auditorium
AM SESSION - Fran / Adele
PM SESSION - Jody / Tim

Ms. Lisa Ziobro - Communicating Effectively
Staff Lounge
AM SESSION - Jody / Clem
PM SESSION - Adele / Mark P.

Ms. Becky Harris - Used Car
Culinary Arts
AM SESSION - Doug/ Mark C.
PM SESSION - Fran / Steve

Sending the Right Signals - Video
Conference Room
AM SESSION - Bonnie/Hope
PM SESSION - Bonnie / Eric

NON-TRADITIONAL CAREER EXPLORATION

prepared by: ME Displaced
Homemakers
Program
1994

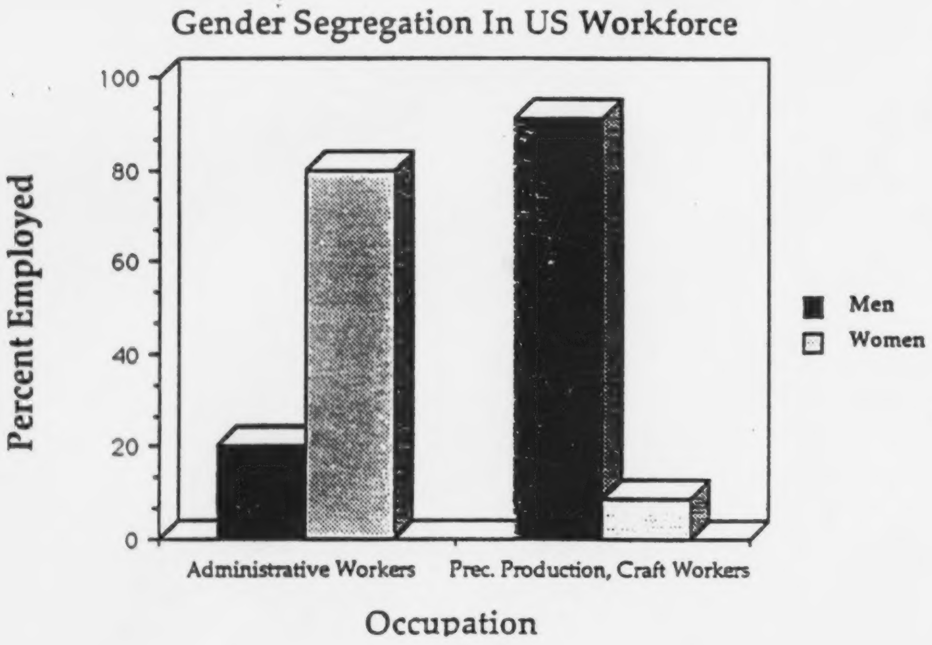
NON-TRADITIONAL CAREER EXPLORATION

COMPONENT	GOAL	CURRICULUM	PROCESSING NOTES	APPROXIMATE TIME NEEDED
Introduction	To acquaint students with the larger contextual framework - Why NTO? and the economic impact of limited career choice.	Lecturette - Why NTO?	Present information in Lecturette. Process information. How does this effect me, my family, etc.? Who in your family has worked at a NTO job? Have you ever considered NTO, why?, why not?	15 Minutes
Attitudes	To examine the affects of personal and cultural attitudes as they relate to limited career choice.	Glass Slipper Expanding Horizons Survey	Discuss different cultural expectations for males/females - How does this affect choice . Have students complete survey. . Small group discussion - How have my attitudes, feelings about NTO impacted my choices about careers?	30 Minutes 30 Minutes
Benefits/Barriers To Non-Traditional Career Choice	To increase student awareness of the benefits/ opportunities and barriers of NTO.	. Women,Work and the Future. . Women and Non-Traditional Work. . Women and Work: The Economics.	Present information - Small group Discussion - How does this affect career choice, what are the benefits/ barriers?	20 Minutes
Assessing Personal Choice	To help students identify interests and transferable skills.	. Is a Blue Collar Job for me? . Think of It This Way. . McCormick Inventory.	Have students complete surveys - Identify why or why not they might consider NTO.	45 Minutes
Exploring NTO Opportunities	To increase student awareness of NTO exploration and training opportunities.	1.Information on Non-Traditional careers. 2.Careers available in Trade & Technical Fields. 3.Information Interview Packet. 4.Hot Jobs 5.Education [illegible] Training Options	•Discuss with students 1 + 2 •Have students do informational interview - make class presentations re the result. •Discuss 4 & 5, have students list a possible NTO career choice & how they could get further information or training.	15 Minutes Out of class Assignment 30 Minutes

Problem Statement

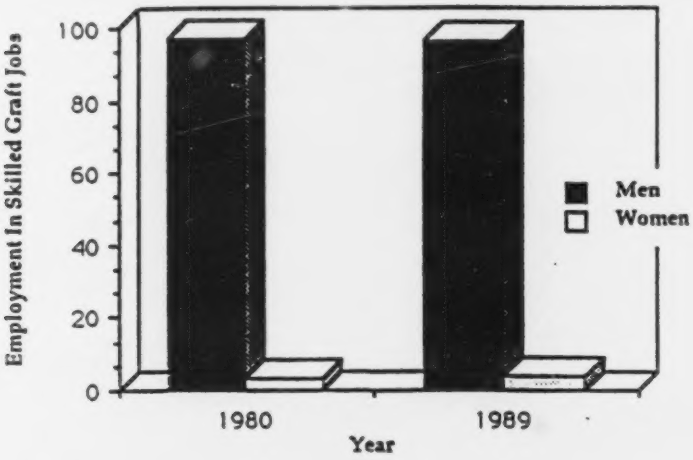
Despite years of examination, legislation and legal action, today's work force continues to be divided by gender, race, and arbitrary physical and mental standards.

One damaging result is a work force that continues to be separated into "men's jobs" and "women's jobs" even though women are working in increasing numbers. In Maine, women comprised 60% of the increase in labor force participation during the 1980s. Nationally, two out of three of new entrants into the labor force in this decade are expected to be women. However, large numbers of women continue to enter traditionally female occupations. For example, in 1989 women represented 80% of all administrative support (including clerical) workers, but only nine percent of all precision production, craft and repair workers.



Women were 68% of all retail and personal services sales workers but only 7.2% of all apprentices. In Maine, ~~xxx%~~ 9.6% of apprentices are female. Overall in 1989 nationally, 77% of women were employed in female-dominated occupations. And change has been at a snail's pace. In 1980, 2.2% of workers in skilled craft jobs were women; by 1989, women's share of these occupations increased to 3.4%.

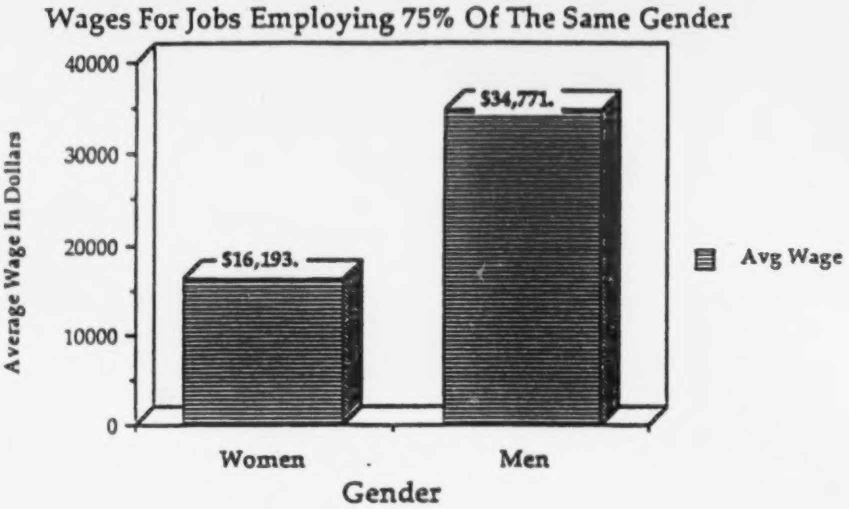
Slow Progress In Eliminating Gender Segregation



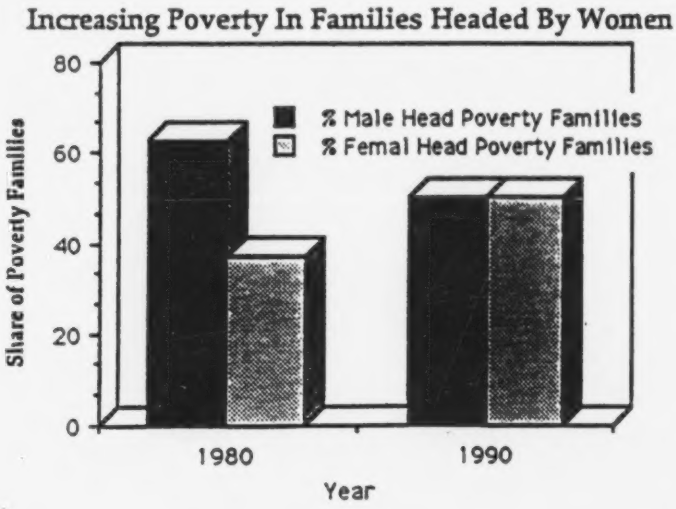
Women are entering the labor force because of dramatic changes in our economy and social structure. Half of all marriages end in divorce forcing many women to go to work to support their children. The decline in earning power over the last 20 years has meant that many families need two incomes to maintain a decent standard of living. While there are many rewards from work, many women are employed outside the home out of dire economic need. Nationally, 25% of working women are single, 16% are divorced or separated, 4% are widowed, and 14% have husbands earning less than $15,000 a year.

These social and economic changes have had a profound effect on Maine families. In the last decade, the number of female-headed families with no husband present grew at twice the rate of other families.

Yet because of segregation in employment, many women have limited earning capacity. In a recent study, the Maine Occupational Information Coordinating Committee (MOICC) found that of 266 selected occupations in Maine, 206 were nontraditional for females and 63 were nontraditional for males. (A nontraditional occupation is one in which one gender or the other fills less than 25% of the jobs.) When the wages of these occupations were analyzed, MOICC found that nontraditional jobs for women in Maine averaged $34,771 a year while nontraditional jobs for men averaged $16,193, or less than half that amount.



The lack of progress in opening up high-paying job opportunities for women coupled with the changing family structure has meant that increasingly poverty is being concentrated in families headed by women. In Maine in 1980, 37% of families in poverty were headed by women. By 1990, the percentage had increased to 48%. Today in Maine, female-headed families are four times as likely to poor as male-headed families. And poverty is most acute in families with children. In 1990, female-headed families with children were ten times as likely to be poor as male-headed families with children. The younger the children, the poorer the families. In female-headed families with children under five, the poverty rate was a shocking 63%.



DOES THE GLASS SLIPPER FIT?

Once upon a time there was a fair young maiden. Her name was Cinderella. Cinderella lived with her stepsisters and stepmother. Cinderella was responsible for all the cooking, cleaning and other chores around their home. Although it was a very modest home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. When she was miraculously discovered by the Prince and went with him to live in the castle, we feel fairly certain that she did not take up an outside career of castle building or working in the sword repair shop in town. She stayed home and ran the castle and raised their children. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. They never got divorced because that wasn't allowed. If things got too bad, Cinderella occasionally went to live in the convent. Usually, however, the Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of available Prince Charmings has decreased tremendously since "once upon a time." As a result, females of all ages are working outside of the home. They are working for the same reason men work--for money to support themselves and their families.

To find out if you are better prepared for Cinderellahood than for modern womanhood, check off all the things in each list that apply to you.

From: Verheyden-Hilliard, Mary Ellen. "Cinderella Doesn't Live Here Anymore." in Womanpower: A Special Issue of Manpower Magazine, Washington, D.C.: U.S. Department of Labor, November, 1975.

Glass Slipper activities developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education). Houston, Texas: Center for Human Resources, University of Houston, 1976.

Glass Slipper (cont.)

Cinderella - Check (✓) off each item that applies to you.

_________ 1. Can cook

_________ 2. Wait for Prince Charming to open the door for you

_________ 3. Talk to your fairy godmother

_________ 4. Can dance

_________ 5. Have no career plans

_________ 6. Think woman's place is in the home

_________ 7. Don't worry about the future

_________ 8. Cannot manage money

_________ 9. Can raise children

_________ 10. Talk to mice

_________ 11. Can wash clothes

_________ 12. Have no job skills

_________ 13. Read love stories and movie magazines

_________ 14. Can give a party

_________ 15. Know how to care for a baby

_________ 16. Don't like school

_________ 17. Can sew

_________ 18. Rush home to watch the soap operas

_________ 19. Can clean

_________ 20. Turn down the radio when the news comes on

Total checks (✓) _______

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

Today's Woman - Check (✓) off each item that applies to you.

_________ 1. Read news magazines

_________ 2. Discuss career plans with your parents

_________ 3. Have investigated all high school job training courses including plumbing and welding

_________ 4. Plan to work for 34 years

_________ 5. Are aware of Title IX

_________ 6. Know how much money it takes to feed a family of four for a week

_________ 7. Can list 20 different jobs open to women*

_________ 8. Stand up for yourself

_________ 9. Rush home to watch the evening news

_________ 10. Demand equal pay for equal work

_________ 11. Know how to manage money

_________ 12. Aren't afraid to be the only girl in any class

_________ 13. Will graduate from high school

_________ 14. Open your own car door

_________ 15. Know how to file a suit under EEOC

_________ 16. Know about apprenticeship programs

_________ 17. Can fix a flat tire

_________ 18. Talk to your counselor about future job plans

_________ 19. Plan to learn a skill before marriage so that you can always get a job

_________ 20. Think you can do any job a man can do

Total checks (✓) _______

*If you checked No. 7, prove it!

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

Glass Slipper (cont.)

SCORING: Total up the number of checked items in each column.

CINDERELLA TOTAL GREATER THAN TODAY'S WOMAN TOTAL: The Glass Slipper "fits" and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will have to work...9 out of 10 high school girls will work in the future. You need to start giving serious thoughts to job training available to you in high school and careers that open up to you after the training. You should realize that unless you start training now, you will not be a very employable person. Wake up!

CINDERELLA TOTAL EQUALS TODAY'S WOMAN TOTAL: You've given your future some thought but not enough. While you are probably very capable of managing a home, you do not think you will have to work once you're married. How wrong you are! You most likely will work for about ~~20~~ 24 years of your life. You are not quite aware of what it takes to get a good paying job. You have probably explored the traditional female job training courses but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S WOMAN TOTAL GREATER THAN CINDERELLA TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training: home economics and secretarial training, as well as plumbing and auto mechanics. You realize you will be working and you have made a career decision and have included this in your four-year plan. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only girl. You are realistic and really have your act together.

Material developed by Fredell Bergstrom and Joseph E. Champagne, Project EVE (Equal Vocational Education) (Houston, Texas: Center for Human Resources, University of Houston, 1976).

"Are You a Cinderbob?"

Once upon a time there was a handsome young man. His name was Cinderbob. Cinderbob lived with his stepmother and stepsisters. Cinderbob was the oldest son and felt he should tell everyone what they should be doing. Although it was a very modest home, Cinderbob had very little time for himself. He was very busy working to support everyone. When he was miraculously discovered by the Princess and went with her to live in the castle, Cinderbob felt he should be in charge of things the way he had been when he lived at home. He told the Princess he did not want her to continue her Princess work outside the castle because he wanted to be the one to support the family. So the Princess gave up princessing which paid very well. The Princess, of course, never abandoned Cinderbob except for occasional trips to the conventions of the National League of Princesses. They never got divorced because that wasn't allowed. If things got too bad, Cinderbob occasionally went for a weekend at the monastery where he could rest up from being the sole support of the castle. Usually, however, the Princess and Cinderbob lived happily ever after, as best they could, which really wasn't so hard to do because most people of the time tended to be dead by the age of 35.

Today, things are quite a bit different. The number of Princesses, and other women, willing to give up careers has decreased dramatically since "once upon a time." As a result, males of all ages are learning to share work and home responsibilities with their Princesses.

To find out if you are better prepared for Cinderbobhood than for modern manhood, check off all the things in each list that apply to you.

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute, Bethesda, Maryland, 1983.

Cinderbob - Check (✓) off each item that applies to you.

__________ 1. Cannot cook

__________ 2. Expect that your future wife will do what you tell her

__________ 3. Only talk to other Cinderbobs your age for advice

__________ 4. Can't sew up a tear

__________ 5. Have no plans to share home and child care with your wife

__________ 6. Think woman's place is in the home

__________ 7. Don't worry about the future

__________ 8. Would be uncomfortable for your wife to earn more than you

__________ 9. Don't know anything about raising children

__________ 10. Talk to the mirror

__________ 11. Can wash cars but not clothes

__________ 12. Have no homemaking skills

__________ 13. Read detective stories and porno magazines

__________ 14. Can give a party

__________ 15. Don't know how to care for a baby

__________ 16. Don't like school

__________ 17. Can't sew

__________ 18. Drop everything to watch the football game on TV

__________ 19. Can take out the trash

__________ 20. Turn down the radio when the news comes on

Total checks (✓) __________

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute,
Bethesda, Maryland, 1983.

Today's Man - Check (✓) off each item that applies to you.

__________ 1. Read news magazines

__________ 2. Discuss career plans with your parents

__________ 3. Have investigated all high school job preparation possibilities including secretarial and nursing

__________ 4. Plan to work for 41 years

__________ 5. Are aware of Title IX

__________ 6. Know how much money it takes to feed a family of four for a week

__________ 7. Can list 10 nontraditional jobs open to men*

__________ 8. Can be kind and helpful to someone who needs encouragement

__________ 9. Rush home to watch the evening news

__________ 10. Demand that everyone get equal pay for equal work

__________ 11. Know how to manage money

__________ 12. Aren't afraid to be the only boy in any class

__________ 13. Will graduate from high school

__________ 14. Are comfortable dating an achieving, assertive girl

__________ 15. Know how to file a suit under EEOC

__________ 16. Know about child care programs

__________ 17. Can fix dinner, lunch, and breakfast

__________ 18. Talk to your counselor about future job plans

__________ 19. Plan to learn a skill before marriage so you can always get a job

__________ 20. Think you can do any job a woman can do

Total checks (✓)__________

*If you checked No. 7 prove it!

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute,
Bethesda, Maryland, 1983

Glass Slipper (cont.)

SCORING: Total up the number of checked items in each column.

CINDERBOB TOTAL GREATER THAN TODAY'S MAN TOTAL: The Glass Slipper "prize" is yours and you're in serious trouble. You are not prepared for the real world that awaits you. You refuse to admit that you will be sharing a home and child care responsibilities with a working wife ...9 out of 10 high school girls will work in the future. You need to start giving serious thought to home and family training available to you in high school and nontraditional careers that are possibilities. You should realize that your ideas on women are out of date and in serious need of being modernized. Wake up!

CINDERBOB TOTAL EQUALS TODAY'S MAN TOTAL: You've given your future some thought but not enough. While you are probably capable of managing your career, you do not really believe that women will have careers once they are married and have children. How wrong you are! An average woman of today can expect to work for 34 years outside the home even if she is married and even if she has children. That is only 7 years less than the 41 years you can expect to work. You are not quite aware of what it takes to be a good sharing partner in a marriage. You have probably explored the traditional male jobs, but none of the others. Be sure to explore them all so your decision is based on fact, not fiction. You are capable of making up your own mind. Just be sure you have all the information.

TODAY'S MAN TOTAL GREATER THAN CINDERBOB TOTAL: Let's hear it for you! You are ready to take on the world. You can manage a home and a job. You know about all kinds of high school job training. Home economics and secretarial training as well as plumbing and auto mechanics. You realize that you will be working and that women will be working after they are married and have children. You know what it costs to live, and you know what kind of job will enable you to earn the necessary salary. You aren't afraid to enroll in a course where you are the only boy. You are realistic and really have your act together.

Material developed by Mary Ellen Verheyden-Hilliard, The Equity Institute, Bethesda, Maryland, 1983.

Activity:

Why Have A Goal?

Objective: Students will understand the importance of having goals.

Procedure:

- Put the following quote on the board: "If you don't know where you are going, you probably won't get there." Discuss it briefly with the class and elicit from them ways it applies to career planning.
- Using WINC Resource, Does the Glass Slipper Fit? ask students to complete the Cinderella and Cinderbob and Today's Woman and Today's Man checklists and then rate themselves.
- The tone of this exercise is humorous. Ask students to discuss the main message contained in the activity and reasons why this message is important: the high number of young women who discard or postpone career plans for marriage and parenting only to face later severe economic consequences, and the high number of young men who expect future wives to give up careers at marriage or birth of first child without thought of shared home responsibilities or the need for two incomes.

Time Required: 30 minutes

Resources: WINC Activity Resources:

Does the Glass Slipper Fit?
  Cinderella
  Cinderbob
  Checklists

"EXPANDING HORIZONS -- ME IN 2000"

SURVEY

Name ______________________________ Age ______

Female ______ Male ______ School ______________________________

Directions: Please place an X under the most appropriate choice.

I. ATTITUDES	YES	NO
1. Men and women should be paid equal wages for equal work.	___	___
2. Women make better elementary school teachers than men because they are more patient with small children.	___	___
3. Would you worry if a woman fixed your car?	___	___
4. I would be afraid to take a vocational course if I were the only female/male in the class.	___	___
5. I know about apprenticeship programs.	___	___
6. Boys and girls are encouraged equally to take vocational courses.	___	___
7. Most women don't have the technical job skills for occupations that pay well because they have not been encouraged to learn those skills.	___	___
8. It is difficult for boys and girls to enroll in nontraditional classes in high school.	___	___
9. The nursing profession is a female occupation.	___	___
10. I understand what "non-traditional" occupations are.	___	___
11. Occupational segregation causes women's work to be under paid and undervalued.	___	___
12. Would you be willing to be treated (taken care of) by a male nurse?	___	___
13. Would you be interested in an occupation which requires you to work outside, even when the weather is bad?	___	___

II. AWARENESS

		NOT AWARE	AWARE	VERY AWARE
1.	I know my individual interests and values and how they fit into choosing a job or career.	______	______	______
2.	I know of cultural traditions that influence the way many people choose jobs or careers.	______	______	______
3.	I know of ways to choose jobs or careers **not** traditional to their gender. (Examples of jobs not traditional for females: carpenter, pilot, engineer; jobs not traditional for males: secretary, nurse, pre-school teacher)	______	______	______
4.	I know of math and science career choices that provide high salaries.	______	______	______
5.	I know of many kinds of jobs and careers that are similar to each other and what skills are needed for these jobs and careers.	______	______	______
6.	I know how to find more information about jobs and careers that interest me.	______	______	______

III. NOT TRADITIONAL FEELINGS

		NOT VERY GOOD	GOOD	VERY GOOD
1.	If I were working in a job that was not traditional, I would feel:	______	______	______
2.	If my friends were working in jobs that were not traditional, I think they would feel:	______	______	______
3.	If I was working in a job that was not tradtional, I think my parents would feel:	______	______	______
4.	If my friends knew I was working in a job that was not traditional, I think they would feel:	______	______	______

IV. FUTURE EDUCATION PLANS	YES	NO	MAYBE
1. I would consider enrolling in a vocational technical program that could provide me with training in a job or career that interest me.	____	____	____
2. I would consider enrolling in a non-traditional vocational technical program that could provide me with training in a job or career that interests me.	____	____	____

3. After high school I want to:

a. ____ complete a technical or trade school program.

b. ____ complete an apprenticeship program.

c. ____ complete a two-year college program.

d. ____ complete a four-year college program.

e. ____ enter the military service.

f. ____ other ______________________________.

g. ____ I am interested in a career in ____________.

Women, Work and the Future

Workforce 2000

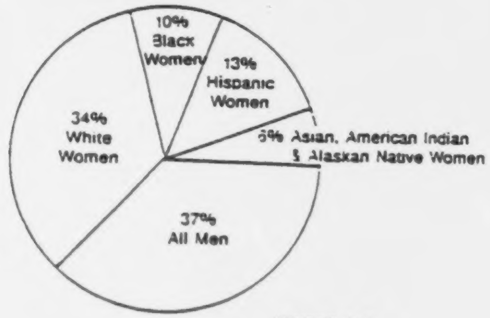
From 1989 through the year 2000, two out of three new entrants to the labor force will be women.

- By 2000, it is projected that 80% of women ages 25-54 will be in the work force. Women will comprise nearly half (47%) of the paid labor force, compared with 39% in 1972.

Between now and 2000:

- the number of Hispanic women in the labor force will increase dramatically, by 85% (from 3.1 million to 5.8 million women).
- Black women will increase their number in the labor force by 33%, to make up 6.1% of the total labor force.
- 1 in 10 new women entrants to the labor force will be Asian, American Indian and Alaskan native women.

New Entrants to the Labor Force, 1986–2000



SOURCE: BLS

In 1988, two-thirds of all women with children under 18 were in the labor force.

- More than half (51%) of mothers of infants are returning to work within the baby's first year.
- 53% of mothers with children under age 3 are in the labor force.
- 25% of mothers of pre-schoolers who are not in the paid work force say they would work if they had access to safe and affordable child care.

Nearly 90% of jobs created between now and the year 2000 will be in the service sector.

- The low-wage, sex-segregated "pink collar ghetto" in which the majority of women work will be reinforced by the shift to a service sector economy.
- 5 of the 11 occupations projected to create the largest number of new jobs over the next decade are now female-dominated occupations, with median weekly wages below poverty level.

(Note: 1987 poverty-level income for a family of 4 was $11,611 or approximately $223 per week.)

Occupation	# jobs to be created 1986-2000	1987 % Female	1987 median weekly female wages
Retail Sales	1,200,000	68.5	$192
Waitress	752,000	85.1	$178
Cashier	575,000	83.0	$183
Food Worker	449,000	78.5	$149
Nursing Aide	443,000	90.4	$212

Part-time or temporary employment will comprise an increasing share of available jobs.

- More than 25% of women workers work part-time; part-time workers average only 59% of the hourly earnings of full-time workers.
- 62% of temporary workers are women.
- Part-time and temporary jobs typically provide few or no benefits, limited job security, lower wages and few opportunities for advancement.

Sources for this Fact Sheet:

Hudson Institute, *Workforce 2000*
Bureau of Labor Statistics
Census Bureau
U.S. Department of Labor
U.S. Department of Education
U.S. Senate Budget Committee
American Society for Training and Development
Project on the Status and Education of Women (Association of American Colleges)

Researched and written by Jennifer Watson — January 1989

National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 737-5764

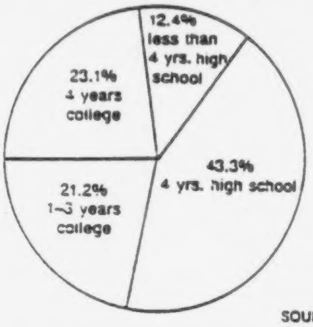
Women, Work and the Future

Education and Training

For the first time in history, a majority of all new jobs will require education or training beyond high school.

- 56% of women ages 25-54 now in the labor force have only a high school education or less.
- By the year 2000, people with less than a high school education will be able to fill only 14% of all jobs.

One in eight women workers has less than a high school education.



Educational Attainment of Women in the Labor Force, 1988

SOURCE: BLS

- 1 in 2 single mothers has less than a high school education.
- 56% of displaced homemakers have less than a high school education.
- 1 in 3 Hispanic women workers has less than a high school education.
- 1 in 5 Black women workers has less than a high school education.

Women and girls continue to be disproportionately enrolled in education and training that prepares them for low-wage jobs in traditional female occupations.

- 70% of female secondary vocational school students are enrolled in programs leading to traditional female jobs.
- The educational choices of boys and girls indicate that occupational segregation by sex will continue well into the 21st century.
- 77% of women workers are employed in female-dominated occupations.
- 43% of women workers are currently in jobs that pay below poverty-level wages, compared to only 27% of men.
- 2 of every 3 minimum wage earners are female.
- Women workers, employed full-time, year-round, earn 65 cents for each dollar earned by men.

Federally funded education and training programs do not adequately meet the specific needs of women.

- The Adult Education Act and the Job Training Partnership Act (JTPA) do not provide adequate support services to enable women to participate fully in literacy and job training programs.
- The majority of women enrolled in JTPA programs are trained for female-dominated, low-wage clerical and service jobs.

LITERACY NEEDS FOR THE FUTURE WORK FORCE

- good basic skills in reading, writing and mathematics
- higher order and critical thinking skills
- analytical and problem-solving skills
- communication skills
- basic computer skills
- teamwork skills

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Women and Nontraditional Work

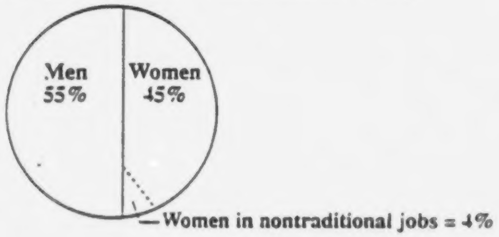
Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men.

In 1988 51.7 million women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	# of women in nontraditional jobs	Examples
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic, butcher, plumber
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger
	4,700,000	

Between 1983 and 1988, the number of women in nontraditional jobs remained relatively unchanged at 4% of the total workforce.

Men and Women in Total Labor Force



Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

Characteristics	% of All Women Working in: Traditional		Nontraditional
Race	85%	white	86%
	15%	nonwhite	14%
Age	48%	under 35	45%
	52%	over 35	55%
Marital Status	58%	married	55%
	42%	single	45%

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing Machine Operator	$191	$440	Mail Carrier
Data Entry Keyer	$298	$335	Construction Worker

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

Occupation	Percent Female 1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr., Marketing/Advertising	21.8%	32.0%

Even though most working women (74%) are in nonprofessional occupations, gains in those nontraditional jobs have been slight over the past 5 years.

Occupation	Percent Female 1983	1988
Electrician	1.5%	1.4%
Upholsterer	26.2%	22.0%
Machinist	4.1%	4.8%
Telephone Installer	9.9%	12.1%

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Women and Nontraditional Work

Barriers

Barriers inhibiting entry of women into nontraditional training and employment are complex and inter-related.

SOCIAL/CULTURAL

- Socialization to traditional female roles
- Unsupportive family and friends
- Negative attitudes of classmates and co-workers
- Lack of self-confidence and assertiveness
- Lack of female role models
- Limited experience with tools and mechanical operations

EDUCATION AND TRAINING

- Limited information provided about nontraditional options
- Females directed toward traditional classes
- Lack of support for sex equity efforts by instructors and other personnel
- Lack of prerequisite classes such as math and science
- Limited access to on-the-job training and apprenticeships
- Lack of support services—child care, transportation, counseling, etc.
- Sexual harassment in classrooms
- Isolation in classrooms

ON-THE-JOB

- Discrimination in hiring, firing, promotion or lay-offs on basis of sex, race, age, physical build/ability
- Sexual harassment on-site
- Isolation on the work-site
- Lack of support from unions
- Lack of support services

SEXUAL HARASSMENT

Women in nontraditional jobs or training are at greater risk of sexual harassment.

- Unwelcome behaviors can include teasing, jokes, remarks and questions, deliberate touching; letters, telephone calls or materials of a sexual nature; pressure for sexual favors; sexual assault.

Sexual harassment is against the law.

- Title VII of the 1964 Civil Rights Act has been interpreted through the Equal Employment Opportunity Commission Guidelines of 1980 as prohibiting sexual harassment.

Employers can be held liable for sexual harassment.

- 1986 Supreme Court case (Meritor Savings Bank v. Vinson) established right to seek legal remedy under Title VII.
- Subsequent decisions define liability, calling for explicit and timely actions by employers to prevent and end harassment.

Women can take specific steps when faced with sexual harassment.

- **Tell the harasser to stop the offensive behavior.**
- **Document all incidents of harassment.**
- **Notify your supervisor, union representative or other appropriate person of the harassment.**
- **Know your company or school policy on sexual harassment and follow its procedures.**
- **Consider filing a formal grievance or complaint if the above steps do not remedy the situation.**
- **Stay on the job.**
- **Find support from family, friends or other groups to help you through the situation.**

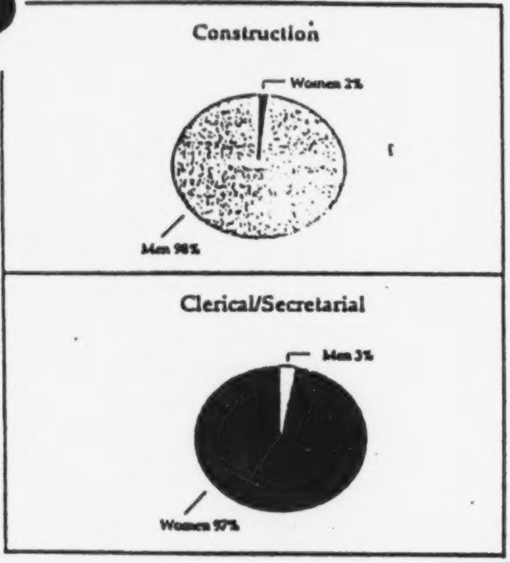
Cites for this fact sheet are from:

U.S. Department of Labor:
    Bureau of Labor Statistics
    Employment and Training Administration
Census Bureau
U.S. Department of Education:
    National Assessment of Vocation Education
Researched by Heidi Mort and Janet Reisman
November 1989

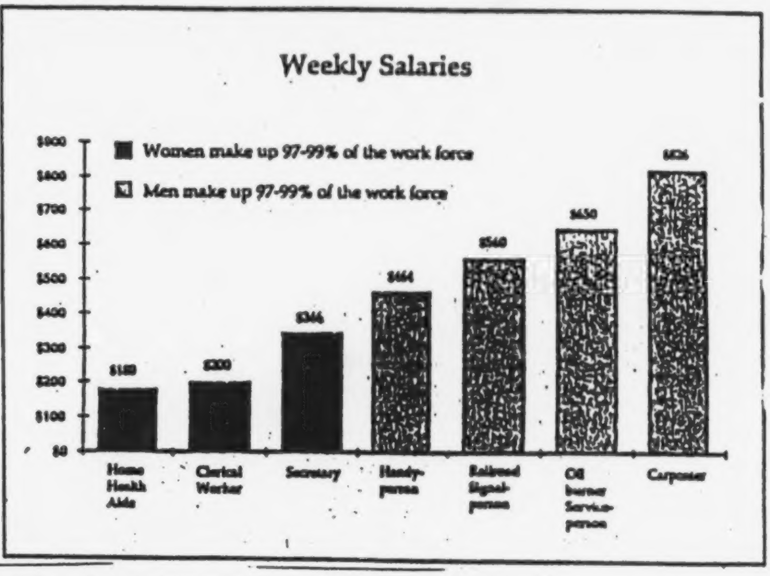
National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 737-5764

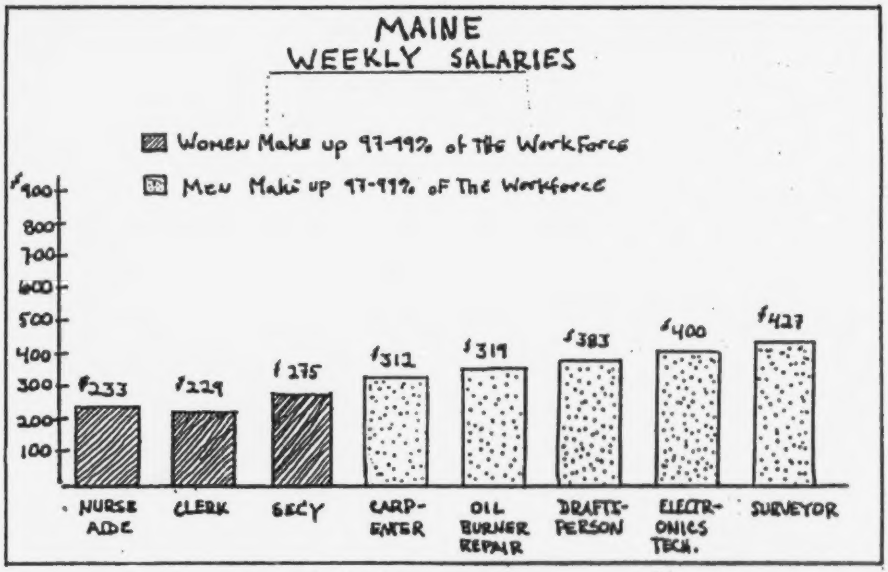
Women Unlimited
RFD #1 Box 697 Monmouth, ME 04259

Women and Work: The Economics


Construction

Clerical/Secretarial


Weekly Salaries

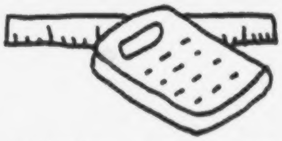
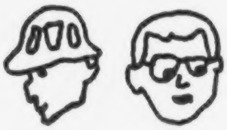

MAINE
WEEKLY SALARIES

WAGE DIFFERENTIAL IN TRADITIONALLY MEN'S AND WOMEN'S JOBS
(Source: MDOL Labor Market Information Services)

TRADITIONALLY WOMEN'S JOBS		TRADITIONALLY MEN'S JOBS	
Housekeeper	$10,000	Surveyor	$22,200
Restaurant Hostess	9,900	Oil Burner Servicer	16,000
Cashier II	10,600	Drafter	19,900
Secretary	14,300	Machinist	20,100
Clerk, Insurance	12,700	TV Repairperson	18,100
Clerk, Self Serve Store	11,000	Mechanic, Diesel	20,100
Receptionist	10,500	Carpenter	16,200
Salesperson	10,200	Offset-press operator	15,200

THINK OF IT THIS WAY

People used to say that women can't handle men's work or can't feel comfortable working with men. But if you really think about this....

"Men's" work requires	Many women
1. Physical strength 	*lift heavy furniture *carry children *carry loaded shopping bags *what else?________________
2. Getting dirty, grubby or greasy 	*clean ovens, stove tops, floors *cut up and prepare oily foods *cultivate house plants and gardens *what else?________________
3. Mechanical skills 	*drive cars *follow road maps *operate sewing machines *follow pattern instructions *what else?________________
4. Mathematical skills 	*follow cooking recipes *keep family or office accounts *find bargain prices *what else?________________
5. Getting along with men 	*take coed classes *enjoy football, baseball, and other sports *work with men in restaurants, factories, hospitals, etc. *what else?________________
6. Working outside 	*spend hours outdoors in playgrounds with children *enjoy hiking, tennis, and other fresh air activities *work as school or traffic guards *what else?________________

Adapted from the Boston YWCA. Connections: Women and Work Skills for Good Jobs. Boston: WEEA Publishing Center, 1981.

IS A BLUE COLLAR JOB FOR YOU?

Muriel Lederer, author of Blue Collar Jobs for Women, lists the following reasons why a blue collar job may be a good choice for you. Consider the following:

1. You are looking for a job that will be a challenge.
   Yes_____ No_____

2. You like outdoor or manual work, or sports.
   Yes_____ No_____

3. You don't mind being tied down indoors in an office.
   Yes_____ No_____

4. You like being able to move about and meet people.
   Yes_____ No_____

6. You want your work to result in a product you can see and take pride in.
   Yes_____ No_____

7. You're tired of not having enough money and want to earn more than you could earn in a white-collar job.
   Yes_____ No_____

8. You want to be a financially independent woman.
   Yes_____ No_____

9. You want seniority, security, wages, benefits and promotions.
   Yes_____ No_____

10. You want a 9 to 5 job where you work and not a job you take home to work on after hours.
    Yes_____ No_____

11. You want a job with specific duties and hours.
    Yes_____ No_____

12. You prefer to dress informally on the job.
    Yes_____ No_____

13. You don't mind getting dirty.
    Yes_____ No_____

14. You are willing to stick with a physically demanding job long enough for your muscles to tighten up.
    Yes_____ No_____

15. You enjoy being unique in a job.
    Yes_____ No_____

On the other hand, Ms. Lederer feels that a blue collar job may not be a good idea for you...

1. If you are not physically fit.
2. If you have trouble adjusting to the attitudes of other people when they hear about your non-traditional job. (Some people will consider you unladylike or aggressive for having chosen a blue collar job.)
3. If you are easily upset by pranks and hostility from men on the job who resent you being there. (The new federal laws will help eliminate this nuisance.)
4. If you are unable to handle sexual harassment and unwelcome passes made by men on the job.
5. If you find some kinds of work monotonous.
6. If you are afraid of accidents or health problems resulting from some jobs. Blue collar jobs are definitely more physically dangerous than others.
7. If you are fearful of some of the things you'll have to do. For example, climb telephone poles if you are a telephone line worker.
8. If you mind getting physically tired and perhaps doing truly strenuous work.
9. If you mind being outdoors in all kinds of weather should that be part of your job (not all jobs, however, are outdoors).
10. If you mind getting dirty!

Taken from A Counseling Workshop Manual for Women Seeking Non-traditional Work, by Priscilla Hope Farmer, Ed.D.

McCORMICK NON-TRADITIONAL OCCUPATIONS PROFILE

Likes and Dislikes

1. Check the ones that appeal to you.

___ I like working outside
___ I like gardening
___ I like to camp
___ I like clerical work
___ I like desk work

Skills

2. Check the tools you have used.

___ hammer
___ pliers
___ utility knife
___ lathe
___ plumb bob
___ caulk gun
___ grinder
___ electric drill
___ radial arm saw
___ long handled shovel
___ chisel
___ pipe cutter
___ sewing machine
___ milking machine
___ other, please list
___ hand saw
___ wire cutters
___ wire strippers
___ farm machinery
___ hand level
___ staple gun
___ paint brush
___ table saw
___ saws-all
___ pick ax
___ paint roller
___ tape measure
___ propane torch
___ rototiller
___ weed wacker
___ screwdriver
___ chalk line
___ drill press
___ transit
___ square
___ nail gun
___ circular saw
___ scraper
___ chainsaw
___ ax
___ ladder
___ pipe wrench
___ soldering gun
___ lawn mower
___ tractor
___ bench press

Write the number of check marks in section 2 here _____
and the amount of x's here _____

Experience

3. Plase an X next to the things you have done and a ✓ next to things you would like to do.

___ remodeled a kitchen
___ remodeled a bath
___ mended an electric cord
___ laid a vinyl floor
___ build a deck or patio
___ installed a switch
___ driven a pickup truck
___ rebuilt an engine
___ autobody work
___ hung sheetrock
___ roofed a building
___ replaced a faucet washer
___ fixed a lamp
___ set ceramic tile
___ built a fence
___ upholstered a chair
___ driven a larger truck
___ tuned up your car
___ build a house or building
___ built shelves

Section 3. CONTINUED

___ hooked up a VCR
___ car maintenance
___ drafting
___ marine harvesting
___ blueberry raking
___ siding
___ farm work
___ hooked up a stereo
___ boat building
___ apple picking
___ potato harvesting
___ wallpapering
___ other, please list

Write the number of X's in section 3 here ______
Write the number of ✓'s in section 3 here ______

4. Check the courses you have taken.

___ drafting
___ algebra II
___ agriculture
___ physics
___ shop
___ general math
___ geometry
___ industrial arts
___ biology
___ algebra I
___ calculus
___ chemistry
___ geology

Write the number of check marks in section 4 here ______

5. Do you have a class II or I drivers licence, which allows you to drive a dump truck or semi. ___ yes ___ no

6. Have you ever been an apprentice or held a trade or technical job? If so, please describe. ___ yes ___ no

7. Would you ever like to have your own business? ___ yes ___ no

8. On a "Handy around the house" scale of 1 to 10 (1 being not at all handy and 10 being very handy how would you rate yourself? Circle the appropriate number between 1 and 10 on the scale.

1 . . 2 . . 3 . . 4 . . 5 . . 6 . . 7 . . 8 . . 9 . . 10
Not Handy Handy

9. What crafts or hobbies do you do?

Developed by Dale McCormick, Women Unlimited, Monmouth, ME.

INFORMATION ON NON-TRADITIONAL CAREERS

In looking to increase the productivity of America's workforce and to encourage both men and women to gain personal satisfaction and financial security in their work, awareness of and training in programs leading to non-traditional careers are being developed. A non-traditional occupation is defined as an occupation in which there is less than 25% employment of a particular gender. The tables below and on the next page reflect wage data and annual average openings based on 266 of the 686 Maine occupations that are surveyed by the Maine Department of Labor. Occupations identified for inclusion in these tables meet the definition for non-traditional occupations.

Of the 266 selected occupations, 203 are non-traditional for females and 63 are non-traditional for males, meaning that in 203 of the occupations, females are employed in less than 25% of those occupations and in 63 of the occupations, males hold less than 25% of the jobs.

Text continued on Page 4

Non Traditional Careers For Females

JOB TITLE	MAINE ANNUAL AVERAGE WAGE	MAINE STATEWIDE AVERAGE ANNUAL OPENINGS
Dentists	$100,922	60
Physicians & Surgeons	98,197	219
Lawyers	69,472	175
Securities, Financial Services Sales	47,008	51
Electrical & Electronic Engineer	44,221	78
Marketing, Advertising, Public Relations Mgrs	41,995	68
Civil Engineers, Incl. Traffic Eng.	40,144	32
Industrial Engineers, Excluding Safety	38,542	21
Pharmacists	38,251	55
Mechanical Engineers	37,877	55
Architects, Excluding Land & Marine	37,211	19
Computer Systems Analysts, EDP	35,838	68
Sales Reps, Scientific Products Exc. Retail	30,659	71
Tool and Die Makers	28,746	37
Millwrights	28,371	39
Surveying & Mapping Scientists	28,371	17
Electrical & Electronic Technicians	25,043	69
Butchers & Meat Cutters	23,109	55
Plumber, Pipefitter, Steamfitter	22,734	169
Machinists	22,734	85
Machinery Maintenance Workers	22,568	6
Heating, A/C, Refrigeration Mechanics	22,278	84
Driver/Sales Workers	21,029	19
Welders and Cutters	20,925	69
Crushing & Mixing Machine Operators	20,384	32
Sheet Metal Workers	20,238	38
Electrical Home Appliance & Power Tool	19,718	14
Carpenters	19,240	501
Automotive Mechanics	19,157	146
Grinding, Buffing Machine Set/Op, M/P	18,138	17

Text continued from Page 3:

In averaging the annual average wages and the openings, the results indicate that in non-traditional careers for women, the wages are higher (average: $34,771) but the openings are fewer (average: 79). Less money (average: $16,193) but more jobs (average: 199) are projected in the non-traditional careers for males. These are two of the many variables to be considered in making a career choice.

Further considerations of freedom of choice, freedom from stereotyping and cultural bias, freedom to go where your heart is and freedom to use your talents as you wish also enter into the career decision making equation.

Non Traditional Careers For Males

JOB TITLE	MAINE ANNUAL AVERAGE WAGE	MAINE STATEWIDE AVERAGE ANNUAL OPENINGS
Underwriters	$29,453	17
Physical Therapists	29,182	32
Medical/Clinical Lab. Technologists	26,686	22
Dental Hygienists	24,544	47
Registered Nurses	24,294	522
Medical/Clinical Lab Technicians	20,446	16
Licensed Practical Nurses	18,928	235
Hairdressers and Cosmetologists	18,096	222
Billing, Cost and Rate Clerks	17,618	60
Bookkeeping & Accounting Clerks	17,264	522
Teachers, Preschool & Kindergarten	16,931	67
Typists, Word Processing Equipment	16,474	40
Dental Assistants	15,246	72
Pressing Machine Operators, Textiles	14,976	14
General Office Clerks	14,581	472
Receptionists, Information Clerks	13,354	190
Typists	13,166	105
Tellers	13,146	63
Switchboard Operators	13,021	59
Nursing Aides and Orderlies	12,979	716
Sewing Machine Operator, Garment	12,979	43
Child Care Workers	12,958	295
Hand Packers and Packagers	12,917	133
File Clerks	12,418	36
Teacher Aides & Educational Assistants	12,355	61
Counter & Rental Clerks	12,106	100
Food Preparation Workers	11,669	313
Maids & Housekeeping Cleaners	11,627	529
Cashiers	11,128	605
Waiters & Waitresses	5,262	357

Source: Stephen D. Thompson, MOICC

CAREERS AVAILABLE IN TRADE AND TECHNICAL FIELDS

FIELD	SPECIFIC CAREERS	SPECIFIC CAREERS
BUILDING TRADES/ SURVEYING	Carpenter Brickmason Paperhanger Carpet Installer Plasterer Tile Setter Cabinetmaker Inspector Landscaper Materials Tester	Painter Drywall Installer Roofer Millwright Insulation Worker Glazier Upholsterer Terrazzo Finisher Surveyor Safety Inspector
METAL TRADES	Filer Tool & Dye Maker Patternmaker Cutter Grinding Machine Operator Welding Machine Operator Welder Numeric Control Machine Operator Milling Machine Operator Fabricator Brazier	Model Maker Precision Grinder Machinist Layout Worker Sheetmetal Duct Installer Ironworker Lathe Operator Cutter Grinding Machine Operator Solderer Metal Plating Machine Operator
MARINE ENGINEERING/ NAUTICAL SCIENCES	Marine Service Technician Designated Duty Engineer Deckhand Fisher	Captain First Mate Sailor Member of Engine Department
ENVIRONMENTAL & WASTEWATER TREATMENT	Hazardous Waste Material Tech. Treatment Plant Mechanic Wastewater Treatment Plant Oper. Asbestos Removal Technician Solid Waste Manager Air Quality Monitoring	Water Treatment Plant Operator Tester Sewage Treatment Plant Operator Natural Resource Management Environmental Assessment Environmental Sampling/Analysis
DRAFTING/ENGINEERING	Interior Designer Estimator Mechanical Engineer Architect Historic Preservationist Landscape Architect Architectural Lighting Designer	Drafter Mapping Technician Inspector Urban Planner CAD Operator Daylight Designer

FIELD	SPECIFIC CAREERS	SPECIFIC CAREERS
PLUMBING, HEATING AND AIR CONDITIONING	Sprinkler Fitter Valve Repairer Boilermaker Septic System Installer/Cleaner	Pipefitter Steamfitter Plumber
TRANSPORTATION	Surveying Technician Engineering Aide Dozer Operator Rail Vehicle Operator Highway Worker Bridge Worker Ironworker Materials Tester Bridge Tender Physical Engineer Switch Operator Aircraft Mechanic Air Traffic Controller	Trucker Heavy Equipment Operator Bus Driver Roller Operator Inspector Yardmaster Railroad Conductor Signal Operator Brake Operator Railroad Engineer Surveyor Airplane Pilot
AUTOMOTIVE/ AUTO MECHANICS	Front End Mechanic Fuel Injection Servicer Carburetor Mechanic Heavy Equipment Mechanic	Automechanic Diesel Mechanic Hydraulics Technician Inspector
ELECTROMECHANICAL & COMPUTER TECHNOLOGY	Maintenance Mechanic Instrumentation Technician Digital Equipment Operator Digital Programer Electronics Technician Electromechanical Technician Electrical Technician	Inspector Electronic Equipment Repairer Audio Operator Avionics Technician Broadcast Technician Electric Motor Repairer Sound Technician Elevator Repairer
ELECTRICAL	Cable Tester Cable Installer Cable Splicer	Electrician Appliance Repairer Technician

Information Interview

Who can I talk to to find out the ins and outs of successfully pursuing a career in my field of interest? Who can advise me? From whom can I get the most accurate information about this field and what goes on in it? **THE BEST CAREER INFORMATION COMES FROM PEOPLE WHO ARE ACTIVE AND SUCCESSFUL AND KNOWLEDGEABLE IN YOUR FIELD OF INTEREST: INTERVIEW THEM!**

But, you object, I can't expect these important people to give me their time!

Please remember four things:

1. You are not asking for a job. You are simply asking for information and advice, so you are not putting this person on the spot.

2. You have the right and responsibility to yourself to seek advice and information from those who can best help you.

3. A very effective action you can take on behalf of yourself is to develop mentors. Mentors are people, expert in your field, who take an interest in you and your professional development, advise you, help you along, and put you in touch with opportunities. You will also need to develop professional contacts-- people in, or related to, your field--who help each other out by exchanging information about what's going on, including job opportunities. The "old boy" or "old girl" networks.

4. Because you are interviewing them, you are in charge, and they can relax.

How do I find out who these people are? Ask. Ask this question (or one like it) of everyone you know and everyone you meet: "Do you know anyone who...?" (is knowledgeable about, or is an expert in, or I can talk to about__________field or occupation?) The next question to ask is: "Would you mind if I use your name?"

How can I conduct these information interviews most effectively, so that I can get the information I need and also establish a good relationship with this person?

Inform yourself about the field, the organization, and the person you will be interviewing.

Prepare a list of the questions you want to ask, and some that you know will be interesting to answer.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.

INFORMATION INTERVIEW CHECKLIST

_____Introduces herself and calls the person she is meeting with by name.

_____Shakes hands in a natural way. Firm.

_____States her reason for being there:
*I'm interested in...
*I know this is an area you are knowledgeable about.
*I would like to ask you some questions, and have a list of them with me.

_____Asks the questions clearly.

_____Listens carefully to the other's answers.

_____Takes notes to remember answers.

_____When finished, expresses appreciation for the interview and shakes hands.

_____Speaks clearly and in a normal tone so the other can understand.

_____Maintains good eye contact with the other person; looks at her/him most of the time when listening or answering questions.

_____Does not smoke, chew gum, tap fingers, fool with hair, or display any other distracting nervous gestures.

_____Conveys attention and interest and friendliness during the interview, by verbal and non-verbal expression.

_____Gives the appearance throughout the interview of being comfortable and confident.

_____Follow up. Records information and sends thank you note. Contacts experts after acting on information to express appreciation again and to perhaps ask more questions.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.

INFORMATION INTERVIEW QUESTIONS

Listed below are the kinds of things you need to learn about the occupation you are exploring and some sample questions you might ask to gain the information.

A. Nature of the Job--i.e. what does a person in this job do?

1. What are the basic duties of this job?
2. What does your work mainly involve? (i.e. things, data, ideas, people)
3. What are your responsibilities?
4. How much of your time do you spend on the various parts of your job?
5. How do you spend most of your time on the job?
6. Does your job involve routine activities or is there a lot of variety?
7. How closely do you work with other people (fellow employees) in this job?
8. Would you describe a typical day on your job?

Others:

B. Working Conditions/Job Satisfaction

9. How many hours a week are you required to work in this job?
10. Is your work schedule flexible? Could it be changed?
11. Are you ever required to work overtime?
12. Are you supervised on the job?
13. Who supervises you and how do they do it?
14. How do you feel about the general working conditions here in terms of your personal comfort?
15. Are there any health or other hazards in this job?
16. Do you have to dress a certain way? If you have to wear a uniform, does your employer pay for it, or do you?
17. What do you like most about this job? How much of your time on the job involves doing this?
18. What do you like least about this job? How much of your time on the job involves doing this?
19. If you could change one thing about your job, what would it be?
20. Does your job have an impact on your personal, family or social life? Could you say more about that?

Others:

C. Job Qualifications: Skills, Knowledge, Abilities, Personal Traits.

21. Does your job require physical strength or skills? How about manual skills?
22. Does you job require skill in working with numbers or mathematical skills?

23. How much of your job requires that you be good at reading, communicating in writing, or talking to people?

24. Does your job require that you be able to analyze or evaluate things? Do you need to be a good problem solver?
25. In your job do you have to be good at organizing things or ideas?
26. Does your job require that you have some artistic abilities?
27. In your job do you have to work with people in a way that requires you to be a good listener and to be sensitive to feelings? Do you have to help people open up and talk to you? Do you help people figure out how to resolve problems they have?
28. In your job do you get to use original and creative ideas of your own? Or do you pretty much do things the way someone else has done them?
29. Is your job one where you have to take a leadership role and get things going or persuade other people to see things your way? Do you have to make decisions that aren't easy?
30. What machines or tools do you have to know how to use in your job?
31. Do you have to be familiar with and use any technical information or terms in your work?
32. Are there any personal qualities I haven't mentioned that are necessary in your work?
33. What kind of a personality do you think is needed for your kind of work?

Others:

D. Job Requirements: Training, Education

34. Did you have to have a certain educational background to get this job--i.e. high school, college, technical school?
35. Was there an apprenticeship or internship that you had to do to get this job?
36. What kind of courses or classes that you had in high school or later are most helpful to you in this job?
37. Did you have to have certain work experience to get this job?
38. Do you have to have some kind of certificate or license to do your job?
39. Did you have to take any kind of test to qualify for this job?
40. Do you have to join a union? Can you if you want to?

Others:

E. Opportunity for Continued Learning/Job Advancement

41. Have you had any on-the-job training?
42. Are you expected or encouraged to get more education or training related to the work you do?

43. Does your employer pay for you to get more education or training?
44. Are there job advancement opportunities with your employer?
45. Are there certain qualifications you have to have to advance here?
46. Can you move to another job with your employer that would pay you more than your present job?
47. Can you move to another job with your employer that would give you more responsibility or different responsibilities?
48. What do you have to do to move to another job with your employer?
49. How long have you had this job? If you decided to do so, do you think you could stay in this job for as long as you wanted?

Others:

F. Earnings and Benefits

50. Do you know what the starting pay is here for a job like yours?
51. Are you paid an hourly wage or a salary?
52. Does your employer have a salary range for your kind of work that depends on previous experience, training, or other factors?
53. Does your employer offer periodic pay raises? How often does it happen?
54. Can you earn extra in commissions, bonuses, or some other way?
55. Does your employer provide a Health Insurance Plan? Do you have to pay for any part of it?
56. Would your Health Insurance cover any of your family if you needed that?
57. Does your employer provide a Life Insurance Plan? Do you have to pay for any part of it?
58. Do you have to be covered by any other kind of insurance because of your work? (i.e. liability insurance). If so, who pays for it?
59. Are you covered by Social Security?
60. Does your employer offer any other kind of pension or retirement plan? Is it voluntary or required? Who pays for it?
61. Is there a required retirement age here?
62. Are you covered by a Worker's Compensation Plan here?
63. How many vacation days are you given? When can you take your vacation?
64. How many sick days are you allowed?
65. Are there any other fringe benefits with your job that I haven't mentioned?

Others:

G. Entry to the Job

66. How did you learn that this job was available when you applied?
67. Was there a particular person or agency that was helpful to you in finding this job or applying for it?
68. What did you have to do when you applied for this job? An application form? Send a resume? Interview?
69. Do you think that your employer might be hiring anyone new for a job like yours in the near future?
70. When you were hired for this job, were there other jobs like it open somewhere else?
71. If you decided to change jobs, do you think you could easily get a job like this somewhere else?
72. Do you think there are any age or sex preferences that employers have for persons in jobs like yours?
73. If I were going to interview for a job like yours, is there anything in particular you would advise me to prepare for before the interview?
74. If I decide that I would like to get into your kind of work, is there anyone you would suggest I talk to?
75. Is there any other advice you would give to a person who is interested in a job like yours?
76. If I want to let you know how my job search come out, could I send you a note here? If so, what is the address?

Others:

THANK YOUR INTERVIEWEE FOR HIS/HER TIME, HELPFULNESS, ETC. SEND A THANK YOU NOTE.

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.

OCCUPATIONAL STUDY SHEET

Part 1: Research and Career Interview Information

1. Occupation:__________________________

2. Work Description - What does the work mainly involve?

   Things? Data or Ideas? People?

3. Description of typical day on the job (tasks and duties expected of worker, etc.):

4. Requirements
   Education//Experience/Skills:

   Physical:

   Personal Characteristics:

   Equipment Needed:

   Other:

5. How does one enter this career?

6. Location of places one could find employment?

7. What are the hours? Are they flexible? (Shifts...)

8. Income

   Starting pay:____________________________________

   Schedule of raises:______________________________

9. What are the chances for advancement?

In this position:

By changing to another position?

10. Does the company offer on-the-job training or other educational opportunities?

What are they?

11. What are the general working conditions? (Working space, amount of work alone and with others, how closely supervised is the work, etc.?)

12. Are there any health or other hazards in this job?

13. What are the advantages in this job?

14. What are the disadvantages in this job?

15. What is the demand for people in this career?

What will the demand be in 20 years?

16. Does the worker have to:

Have a special license?________________________

Become a union member?________________________

17. What are the benefits?

Health Insurance Plan?

Retirement Benefits:

Covered by Social Security?________________

Private retirement plan?___________________

Retirement age in this career?_____________

EDUCATION AND TRAINING OPTIONS

From your research and exploration of possible career choices, you may learn that getting a job that appeals to you requires brushing up on some skills you already have but have gotten "rusty," adding to your skill level, or learning some new information and skills. Perhaps it requires a certificate, license, or degree. You need to investigate, then, the various education and training options that are available to you and that provide the knowledge, skills, and experience to prepare you for the work you want to do.

Several of those options are listed below. Guest speakers representing many of them will visit this class to tell you about the training and education they provide. You will also be encouraged to explore on your own those options that seem to best fit your needs.

Adult Education Programs.
- Tutoring and classes to help you obtain a H.S. diploma or GED certificate if you have not completed high school.
- Academic, vocational, and general interest courses to help you brush up on basic skills, gain clerical and technical skills, or explore areas of interest.

Apprenticeships.
- Training in usually well-paying trades and skilled crafts.
- Combination of learning on the job and classroom instruction.
- Training period may last from one to six years.

Area Vocational/Technical Schools.
- One and two-year programs in job-related skill areas.

Community Colleges.
- Two year Associate Degree programs to prepare you for entry-level jobs or for admission to Bachelor's Degree programs.
- One year Certificate programs.

Colleges/Universities.
- Four year Bachelor's Degree programs.
- Master's and Doctoral Degree programs.
- May also have two-year Associate Degree programs.

On-the-Job Training.
- May be provided by a company or business to get you started in an entry-level job or to help you advance to a higher level job.
- Provided by some public, government funded training programs.
- Volunteer work can also provide valuable on-the-job training.

Private Business/Trade Schools.

- One and two-year programs in job-related skill areas.

Public Government Funded Programs.

- Training in selected entry-level job skills.
- Tutoring and basic skill instruction.
- Placement in short-term on-the-job training positions.

FINANCIAL AID

Limited financial resources need not be a barrier to getting the training and education you need. Public, government funded training programs are available at no cost to low income participants. Adult education classes are relatively inexpensive. If you plan to attend an area vocational/technical school, college, or a private business school, you can apply for Student Financial Aid. Financial Aid programs help to make up the difference between what it costs to attend school and what you can afford to pay. Student Financial Aid awards can be a combination of a Grant (which you need not repay), a Loan (which you repay after you've left school), and College Work Study (which allows you to work and earn money while going to school. Some government funded programs (WEET for example) may help with child care and transportation expenses while you are in training or attending school.

Where there is a will (and a good plan for pursuing your career goal), there is usually a way!

Adapted by the Maine Displaced Homemakers Program, Augusta, Maine.

JUNIOR HIGH PRESENTATIONS

BY TECH CENTER STUDENTS

Kenneth Foster Applied Technology Center, Farmington, Maine

The Tech Center students will make their program presentations to grade 8 and 9 students at the Junior High on the following dates:

Tuesday, December 15:	Forestry/Wood Harvesting
Wednesday, December 16:	Drafting
Thursday, December 17:	Computer Info Systems
Friday, December 18:	Building Construction
Christmas Break	
Tuesday, January 5:	Culinary Arts
Wednesday, January 6:	Electrical Trades
Thursday, January 7:	Metal Fabrication
Friday, January 8:	Automotive Technology

We are encouraging every instructor to pick 2 of the better students in the program who will be able to portray a good image, be able to speak before a group of 8th and 9th graders without getting tongue-tied, and who are willing to spend some time in preparation.

The actual presentations will last about 15 minutes, with the possibility of some time allowed for questions after the presentation. There will be only one program scheduled each day.

We will leave the Center about 11:15 A.M. and will return so students can eat 3rd lunch.

We would encourage the use of a star 9th grade Pre-Tech Student to speak to their classmates briefly about pre-tech.

Several days before the actual presentation, I would like to go through a dress rehearsal with the students with the Instructor present. If I know what is going to happen, I will be able to ask the right questions to get students back on track. An outline of the presentation seems essential. We would like a copy, and will gladly type and make copies for everyone concerned.

I think it is effective if students can dress according to the demands of the trade being portrayed, as long as uniforms, equipment, tools, etc. are clean and in good repair.

This program serves a double purpose: To familiarize Junior High students with each program, and to give them food for thought so they may consider both pre-tech and full-tech selections when choosing courses for the following year(s).

TECH AWARENESS DAY INFORMATION

The English 10 teachers have all readily agreed to allow students to visit the Tech Center on Tuesday, January 12.

The Tech Center Video will be shown in each Grade 10 English Class during the week prior to the visit. Students will be asked, as in the past, to sign up to visit 2 programs of their choice during the English Class Period on the 12th.

We will know by Friday afternoon prior to the visits, how many students will be visiting in each program, during each period of the day. The Grade 10 students will have admissions tickets to each program, as in the past.

Perhaps we can begin thinking of some real great things to do when the students arrive. They are the basic group which will fill our programs next year, if we can convince them that we are a neat place to be. To merely watch your students at work, isn't going to do it.

Most of you have come up with some ingenious ideas, and we encourage you to do the same this time, especially since our timing allows you to use experienced students for demonstrations and activities.

We will provide more details as things progress.

Student: ____________________

School: ____________________

Appointment: **Table:**

1. ____________________ ____

2. ____________________ ____

3. ____________________ ____

4. ____________________ ____

My Questions:

1. ________________________

2. ________________________

3. ________________________

4. ________________________

A Project of
Portland Regional Career Guidance Consortium
196 Allen Avenue, Portland, ME 04103
874-0165

CAREER CONNECTIONS 1993

Sebago
Casco
Raymond
New Gloucester
Sebago Lake
Gray
Pownal
North Yarmouth
Windham
Standish
Cumberland
Yarmouth
Falmouth
Gorham
Westbrook
Portland
Casco Bay
S. Portland
Scarborough
Cape Elizabeth
Atlantic Ocean

Career Guidance Links Regional 8th Graders with "The World of Work"

Portland Exposition Building
April 28, 1993
8:45 a.m. - 1:15 p.m.

H-3; G-1

WORKSHOP I Four 18 minute presentations:
8:45 9:05 9:25 9:45
Break
WORKSHOP II Four 18 minute presentations:
10:20 10:40 11:00 11:20
Break
WORKSHOP III Four 18 minute presentations:
11:55 12:15 12:35 12:55

WORKSHOP I (8:45 - 10:05)	WORKSHOP II (10:20 - 11:40)	WORKSHOP III (11:55 - 1:15)
Cape Elizabeth	Falmouth	Holy Cross
Gray-New Gloucester	Lincoln (Portland)	King (Portland)
Greely (Cumberland)	Shaw (Gorham)	Lyman Moore (Portland)
Mahoney (S. Portland)	Windham	Memorial (S. Portland)
Wentworth (Scarborough)	Yarmouth	Westbrook

R - E - A - C - H !

Today's career fair is just one activity to help you to set your life's goals. You will need to extend yourself in many ways before you can grasp these goals. Here are additional ways for you to influence your own future:

R REMAIN IN SCHOOL. DO THE BEST YOU CAN. LOOK FOR OPPORTUNITIES FOR ADDITIONAL EDUCATION IN AREAS THAT LEAD TO YOUR GOALS.

E EXPLORE THE WORLD OF WORK. WRITE TO COMPANIES, TALK WITH TEACHERS AND COUNSELORS. ASK PEOPLE WHAT THEY LIKE AND DISLIKE ABOUT THEIR WORK.

A ASK HOW SKILLS IN SUBJECTS ARE USED AT TODAY'S JOBS, AND HOW SKILLS IN ONE SUBJECT ARE USED IN OTHER SUBJECTS.

C CHALLENGE YOURSELF IN ACTIVITIES IN AND OUT OF SCHOOL. USE VOLUNTEER ACTIVITIES AND PART-TIME JOBS TO BUILD SKILLS AND EXPLORE INTERESTS.

H HELP YOURSELF BY TAKING A WIDE VARIETY OF SUBJECTS: MATH, SCIENCE, [illegible]GE ARTS, SOCIAL SCIENCES AND OTHER AREAS OF INTEREST.

WELCOME TO CAREER CONNECTIONS - 1993

Welcome to CAREER CONNECTIONS. This seventh annual career day for regional eighth graders is a project of the Portland Regional Career Guidance Consortium.

During the career day sequence, students will have the opportunity to:

1. Participate in career awareness and career exploration activities designed to raise their aspirations and increase self-esteem;
2. Practice the use of interview and research skills;
3. Develop and use self-assessment skills;
4. Relate occupational planning to school experiences and high school planning.

Over two thousand students from eighth grades in fifteen area schools will hear presentations from seventy occupational areas. CAREER CONNECTIONS is the culmination of weeks of activities on careers, interests, aptitudes, and interviewing for students and months of planning on the part of area counselors.

The response from area businesses has been wonderful! The regional career fairs are a great opportunity for business and education to work together to better the futures of Portland area students. The Portland Regional Career Guidance Consortium appreciates the opportunity to facilitate the joining of schools and businesses in this project.

Enjoy your day!

OUR THANKS AND DEEP APPRECIATION TO
ALL THE PRESENTERS
AND THE ORGANIZATIONS THEY REPRESENT
FOR SHARING
THEIR TIME AND TALENT WITH US.

We offer a special acknowledgement to the classroom teachers who led the preparation of students for this event and are providing supervision today.

THANK YOU TO THE COUNSELORS AND GUIDANCE STAFFS OF THE PARTICIPATING SCHOOLS FOR THEIR TIME, COORDINATION EFFORTS, AND COMMITMENT TO THIS PROJECT.

Cape ELizabeth Middle School
- R. Madden, R. Leavitt, E. Jackson
Falmouth Junior High
- Lois Murphy
Gray-New Gloucester Jr. High
- Stephanie Bubier
Greely Junior High, Cumberland
- Betsy Stout
King Middle School, Portland
- Sharon Dennison & Jackie McDonough
Lincoln Middle School, Portland
- Mary Jane Stone
Lyman Moore Middle School, Portland
- Donna Beeley & Ann Labossiere
Mahoney Middle School, S. Portland
- Don Longway & Phil St. John
Memorial Middle School, S. Portland
- Richard Kinney & Jane Lansing
Shaw Junior High, Gorham
- Pat Wright & Debbie Belanger
Wentworth Middle, Scarborough
- Ann Noble
Westbrook Junior High
- Louise Barnes & Glenn Robinson
Windham Junior High
- Barbara DeMuth & Eliza Adams
Harrison Middle School, Yarmouth
- Jeanne Fientech & Ginny La Croix

We add a special note of gratitude for the help of all the participating faculty and students of Portland Regional Vocational Technical Center.

THE EFFORTS OF FRANK LATORRE, ARTHUR STEPHENSON, LARRY ROBINSON, AND TERRY MARCHLEWSKI OF THE PORTLAND EXPO HELPED TO MAKE EVERYTHING GO SMOOTHLY.

THANK YOU ALL!

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PORTLAND REGIONAL
CAREER GUIDANCE CONSORTIUM

The Portland Regional Career Guidance Consortium is comprised of high school and middle school counselors from over twenty schools in the Portland area. The mission of the Consortium is to enhance career guidance services for all students in our region.

Cooperating with and drawing upon the resources of the regional community, the Consortium has developed and implemented several innovative projects which include regional career fairs for high school and middle school students and specialized courses for area guidance counselors. The regional approach to career guidance has insured that all of our young people, including those with disabilities, and those who are interested in non-traditional careers, receive up to date information to assist them in making informed career choices.

In 1989 the Consortium was designated as an "exemplary program" by both the National Association of State Career Development and Guidance Supervisors and the Office of Vocational and Adult Education at the U.S. Department of Education. It has operated with a spirit of cooperation and enthusiasm which has sustained it since its inception in 1985.

Until recently the Consortium has been funded by the participating communities. Although the career fair will continue to receive funding by the participating communities for next year, other Consortium projects will no longer be funded, due to budget constraints. Businesses and other organizations who wish to enhance the career development of our youth are urged to contact the chairman regarding financial assistance for future Consortium projects.

April 1993

Frank Ingerowski,
Chairman, P.R.C.G.C.
(874-8165)

853

HEALTH CAREERS

DENTAL CARE
Dentistry
Table 58
Dr. Geoff Wagner
4 Fundy Rd.
Falmouth, 04105
781-4625

LABORATORY CAREERS
Table 55
Mary Ellen Christiansen
Lab Department
Mercy Hospital
144 State St.
Portland, 04101
879-2380

OCCUPATIONAL THERAPY
Table 57
Ms. Claudia Henry
Ms. Jeanne Karas
Jackson Brook Inst.
RR #4 Box 1323
Wells, 04090
JBI 761-2228

X-RAY TECHNICIAN
Table 50
Ms. Cathy Johnson
Ms. Carol Bridges
Ms. Tanya Ziegler
Mercy Hospital
144 State St.
Portland, 04101
879-3501

DENTAL CARE
Dental Hygiene
Table 58
Ms. Joyce Duffy
Center for Community
Dental Health
813 Washington Ave.
Portland, 04103
874-1025

NURSE
Table 56
Ms. Dottie Melanson
Ms. Laurie Baxter
Ms. Bonnie Stewart
Brighton Medical Ctr.
335 Brighton Ave.
Portland, 04102
879-04102

PHYSICAL THERAPY
Table 57
Ms. Nancy Schuster I
Ms. Martha Blackwood II
Ms. Janice Korda III
Mercy Hospital
144 State Street
Portland, 04101
879-3287

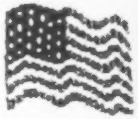
VETERINARIAN
Table 49
Dr. Linda Serubian
Dr. Wendy Burgess
Veterinary Centre
of Cape Elizabeth
27 Ocean House Rd.
Cape Eliz. 04107
799-6952

HEALTH OCCUPATIONS
Table 46
Ms. Kate Gifford
39 Friar Lane
Cumberland F'side
829-6467

HEALTH OCCUPATIONS
Table 46
Ms. Mary Brennan
Instructor, PRVTC
Karen Quinn '94
Scarborough High
Deni Davis '93
Greely High
Stacy Wescott '93
Westbrook High
Cheryl McGee '94
So. Portland High

PHYSICIAN
Table 54
Resident Physicians
C/O Ms. Betty Whited
Health Education Off.
Maine Medical Ctr.
22 Bramhall St.
Portland, 04102
871-2137

PUBLIC SERVICE



ARMED SERVICES
Table 67
Recruiters, U.S.
Army, Marines,
Navy, Coast Guard
C/O Raymond Kautzman
U.S. Navy Education
Specialist
14 Middle St.
Brunswick, 04011
729-3197

LAWYER A
Table 35
Ms. Patricia McDonough
Ms. Bernadette Bolduc
Ms. Sally Daggett
Jensen, Baird,
Gardner & Henry
10 Free St.
Portland, 04112
775-7271

SOCIAL WORKER
Table 43
Ms. Karen Direnzo
Lyman Moore Middle
171 Auburn St.
Portland, 04103
874-8150
Ms. Beverly Holloway
Hall School
23 Orono Rd.
Portland, 04103
874-8205

CHILD CARE WORKER
Table 37
Mr. Irv Williams
Instructor, PRVTC
Lori Moore '93
Cathi Lakin '94
Deering High
Scott Nowak '94
Windham High
Christina Black '93
Portland High

LAWYER B
Table 40
Mr. Jeffrey Jones
Bean, Jones & Warren
P.O. Box 1270
243 Rt One
Scarborough, 04070-1270
883-4167

PSYCHOLOGIST
Table 48
Dr. Jud Smith
3 Waldo St.
Portland, 04102
775-0398

TEACHER
Table 44
Ms. Karen Morgan
Gray New Gloucester
Junior High
RR #1 Libby Hill Rd.
Gray, 04039
657-4994

FIREFIGHTER
Table 53
Mr. Gerald DiMillo
Education Officer
Portland Fire Dept.
380 Congress St.
Portland, 04101
874-8400

PARAMEDIC/EMT
Table 47
Lt. Terry Walsh
Mr. Robert Aripaldi
MEDCU
Portland Fire Dept.
109 Middle St.
Portland, 04101
874-8300

LAW ENFORCEMENT
Table 36
Off. Leonard S. Dexter
Off. Lisa Coburn
Officer of the Year
C/O Pam Fogg
Portland Police Dept.
109 Middle St.
Portland, 04101
874-8300

ELECTRONICS TECHNICIAN
Table 64
Ms. Rosemary Libby
Mr. Toni Messier
National Semiconductor
333 Western Ave.
So. Portland, 04106
775-8418

MACHINE TOOL TRADES
Table 63
Mr. Walter Jellison
Instructor, PRVTC
Dale Weeks '93
Scarborough High
Shawn Saulle '93
So. Portland High

ENGINEER
Table 7
Mr. Rick Burnham
Mr. Albert Presgraves
Woodward & Curran Inc.
41 Hutchins Drive
Portland, 04012
774-2112

WELDING
Table 65
Mr. Kenneth Curtis
Instructor, PRVTC
Gerald Davis '93
ACO

MACHINE TOOL TRADES
Table 63
Ms. Lisa Patterson
Irwin Co.
37 Bartlett Rd.
P.O. Box 190
Gorham, 04038
856-6111

MARKETING & DISTRIBUTION

ADVERTISING
Table 16
Mr. Jeff Johnson
LSM/New England Group
P.O. Box 4728
Portland, 04112
775-4100

MARKETING & SALES
Table 52
Mr. Gregg Curtis
G.S.P. Corp.
Raymond, 04071
655-3853

MODEL
Table 33
Ms. Dee Cooke, Dir.
Ms. Joline Belanger
Mid-Maine Model
& Talent
RR #1 Box 162
Belgrade, 04917
495-2143

STOCKBROKER
Table 51
Mr. Robert Davidson
A.G. Edwards
2 Portland Square
Portland, 04101
774-5626

RETAIL & FASHION MERCHANDISING
Table 71
Ms. Jane Kelley
Instructor, PRVTC
Tammy Quimby '94
Eileen Dow '94
Windham High
Amy Lawless '93
Deering High
Sylvia Mitchell '93
Portland High

HOSPITALITY & RECREATION

ATHLETIC TRAINER
Table 39
Mr. David Drew
Ms. Jennifer Deraspe
U.S.M.
College Ave.
Gorham, 04038
780-5435

TRAVEL CAREERS
Table 42
Ms. Mini Gough
Dir. Travel & Tourism
Casco Bay College
477 Congress St.
Portland, 04101
780-1719

PROFESSIONAL ATHLETE
Table 28
Mr. Sonny Noel
Chair, Maine Baseball
Hall of Fame
Scout, N.Y. Yankees
204 Preble St.
So. Portland, 04016
799-4742

RECREATIONAL THERAPY /FITNESS RECREATION & REHABILITATION
Table 38
Mr. Peter Allen
Lifeline Center
U.S.M.
96 Falmouth St.
Portland, 04101
780-4170

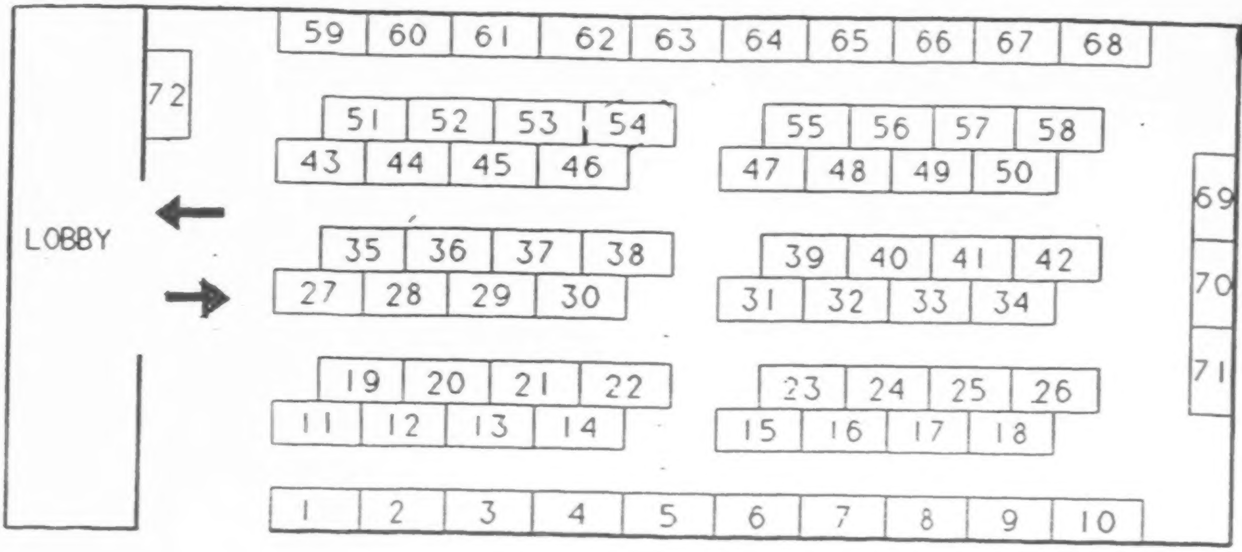
TRANSPORTATION

AUTO BODY REPAIR
Table 2
Mr. Teri Crosbie
Instructor, PRVTC
Skip Ackerman '93
S. Portland High
Corie Gilliam '93
Deering High
Mr. Bob Lockard
Lockard's Collision
Center
Allen Avenue
Portland, 04103
797-7171

AUTOMOTIVE TECH
Table 1
Mr. John Carmichael
Instructor, PRVTC
Mr. Craig Linsay
Toyota Motor
Distributors, Inc.
440 Forbes Ave.
P.O. Box 550
Mansfield, MA 02048
(500) 339-5701

PILOT
Table 41
Cpt. Marty Barron
Delta Airlines
136 Commercial St.
Portland, 04101
774-5959

TRUCKING CAREERS
Table 27
Ms. Kim Messner
SMTC Adult Division
Fort Road
So. Portland, 04106
767-9500


LOBBY
59 60 61 62 63 64 65 66 67 68
72
51 52 53 54
43 44 45 46
55 56 57 58
47 48 49 50
35 36 37 38
27 28 29 30
39 40 41 42
31 32 33 34
19 20 21 22
11 12 13 14
23 24 25 26
15 16 17 18
69
70
71
1 2 3 4 5 6 7 8 9 10

KEY

15 - ACCOUNTANT
19 - ACTOR/ACTRESS
16 - ADVERTISING
20 - ARCHITECT
67 - ARMED SERVICES
39 - SPORTS MEDICINE
2 - AUTOBODY REPAIR
1 - AUTOMOTIVE TECH
3 - CARPENTRY/CABINETRY
61 - CHEF/FOOD SERVICE
37 - CHILD CARE WORKER
8 - COMMERCIAL ART
68 - COSMETOLOGIST
22 - DANCER
58 - DENTAL CAREERS
23 - DESIGNER
6 - DRAFTER
5 - ELECTRICIAN
64 - ELECTRONICS
7 - ENGINEERING
18 - ENVIR'MTL ENG.
71 - FASHION MERCH.

53 - FIREFIGHTER
30 - FISH & GAME WARDEN
12 - FOREIGN LANGUAGE CAREERS
10 - FORESTRY CAREERS
69 - GENERAL COMPUTER CAREERS
66 - GRAPHIC ARTS
46 - HEALTH OCCUPATIONS
34 - INTERIOR DECORATOR
55 - LAB CAREERS
59 - LANDSCAPE/GREENHOUSE
36 - LAW ENFORCEMENT
35 - LAWYER A
40 - LAWYER B
63 - MACHINE TOOL
17 - WILDLIFE BIOLOGY
52 - MARKETING & SALES
31 - MASONRY
29 - METEOROLOGIST
33 - MODEL
11 - MUSIC CAREERS
45 - NEWSPAPER CAREERS
56 - NURSING
57 - OCCUPATIONAL THERAPY

13 - OFFICE MANAGER
47 - PARAMEDIC/EMT
24 - PHOTOGRAPHER
57 - PHYSICAL THERAPIST
54 - PHYSICIAN
41 - PILOT
4 - PLUMBING & HEATING
28 - PROFESSIONAL ATHLETE
48 - PSYCHOLOGIST
21 - RADIO CAREERS
38 - REC THERAPY/FITNESS
14 - SECRETARIAL CAREERS
43 - SOCIAL WORKER
51 - STOCKBROKER
44 - TEACHER
25 - TELEVISION NEWS
42 - TRAVEL AGENT
27 - TRUCKING CAREERS
49 - VETERINARIAN
26 - VISUAL ARTS
65 - WELDING
32 - WRITER/AUTHOR
50 - X-RAY TECHNICIAN

COMMUNICATIONS & MEDIA

COMMERCIAL ART
Table 6
Mr. Charles Wright
Instructor, PRVTC
Communication Design
Jason New PG
Isaac Beirne '93
Deering High
Amy Profenno '94
Scarborough High
Jamie Martel '94
Bonny Eagle High
Andy Wood PG
Falmouth High

TELEVISION NEWS
Table 25
Workshop I
Ms. Felicia Knight
WGME-TV Channel 13
Northport Business Park
Portland, 04103
797-9330

AUTHOR/WRITER
Table 32
Ms. Ann Brahms
78 Alpine Rd.
Portland, 04103
797-7796

GRAPHIC ARTS & PRINTING
Table 66
Mr. David Nichols
Instructor, PRVTC
Graphic Arts
Kim Ith '94
Portland H.S.
Marisa Faietta '94
Yarmouth High
Sheryl Irish '93
Westbrook High

TELEVISION NEWS
Table 25
Workshop II
Newscaster
WMTW-TV Channel 8
P.O. Box 8
Auburn, 04210
782-1800

AUTHOR/WRITER
Table 32
Ms. Shirley Jacks
Greater Portland
Magazine
55 Congress St.
Portland, 04101
871-0220

NEWSPAPER CAREERS
Table 45
Ms. Grace Noonan-Kaye
Director, Human Resources
Portland Press Herald
390 Congress St.
Portland, 04101
780-9000

RADIO CAREERS
Table 21
Mr. Fred Miller
Sales Manager
WHYR - 96
Box 567, Saco, 04072

TELEVISION NEWS
Table 25
Workshop III
Ms. Ursula Lipari
WCSH-TV Channel 6
One Congress Square
Portland, 04101
828-6666

PERSONAL SERVICES

CHEF/COOK
FOOD SERVICE
Table 61
Mr. Jay Meyer
Olive Garden
200 Gorham Rd.
Suite 800
So. Portland, 04106
874-9006

COSMETOLOGY
HAIR DESIGN
Table 68
Mr. Auggie Favazza
Headhunters II
School of
Hair Design
26 Forest Ave.
Portland, 04101
772-2591

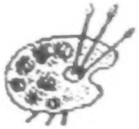
FOREIGN LANGUAGE
CAREERS
Table 12
Ms. Diane Rudloe
Portland Multi-
Lingual Program
Curriculum Spec.
Teacher Trainer
239 Park Ave.
Portland, 04102
874-8135

FINE ARTS

ARCHITECT
Table 20
Workshop I
Ms. Ellen Belknap
Stevens, Morton,
Rose & Thompson
39 Forest Ave.
P.O. Box 618
Portland, 04104
772-3846

DANCER
Table 22
Ms. Cheryl Greeley
Mr. Danny Barris
Cheryl Greeley Theater
180 Sawyer St.
So. Portland, 04106
767-1353

INTERIOR DECORATOR
Table 34
Ms. Carol Wiltshire
Schultz Interiors
172 U.S. Rte One
Falmouth, 04105
781-5651



ARCHITECT
Table 20
Workshop II
Mr. Barry Stallman
Design Alliance
75 Market St.
Portland, 04101
773-1756

ACTOR/ACTRESS
DIRECTOR
Table 19
Mr. Michael Rafkin
Ms. Cynthia Barnett
Mad Horse Theater
P.O. Box 9715 - 343
Portland, 04104
797-3338

MUSIC CAREERS
Table 11
Ms. Tina Allen
17 May St.
Portland, 04102
774-7642

VISUAL ARTIST
Table 26
Ms. Vivian Russe
Breakwater School
403 A Browns Point Rd.
Yarmouth, 04096
846-7777

ARCHITECT
Table 20
Workshop III
Ms. Lisa Whited
Mr. William Whited
Mr. William Bisson
Whited, Bisson & Whited
1 Union Wharf
P.O. Box 7010
Portland, 04112
879-0578

DESIGNER
Table 23
Ms. Susan Bickford
Jewelry Designer
428 Bayview St.
Yarmouth, 04096
846-9096

PHOTOGRAPHER
Table 24
Mr. Bill Curtsinger
Underwater Photographer
National Geographic
144 Pine St.
Portland, 04102
761-0955

MEET THE PRESENTERS

CONSTRUCTION

CARPENTRY/CABINETRY

Table 3
Mr. Nelson Smith
Mr. John Marcigliano
Instructors, PRVTC
Martha Grubb '93
Portland High
Travis Libby '94
Chris Nassa '94
Windham High
Jason Grant '93
So. Portland High
Brian Hanson '93
Yarmouth High

MASON

Table 31
Mr. Harry Grant
Instructor, PRVTC
Mike Day '93
Scarborough High
Ed Roberts '93
A.C.O.
Joseph Baratla '93
So. Portland High
Craig Getchell '93
Gray-New Gloucester High
John Pateneaude '93
Deering High

DRAFTER

Table 6
Mr. John Dimajo
75 Illsley St.
Portland, 04103
874-0829

MASON

Table 31
Mr. George Libby
104 North Rd.
No. Yarmouth 04097
829-3689

PLUMBER

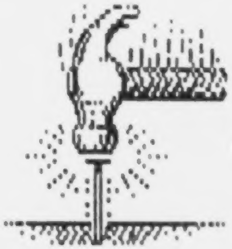
Table 4
Mr. Leo Campbell
Instructor, PRVTC
Jason Howell '93
P.A.C.E.
Beecher Cyr '95
Portland High
Brian Perry '93
Deering High
Shayne Smith '93
Windham High

ELECTRICIAN

Table 5
Mr. John Aresta
Instructor, PRVTC
Richard Gushee '94
Deering High
Russell Sawyer '93
Yarmouth High

PLUMBER

Table 4
Mr. John Chopak
56 Revere St.
Portland, 04103
874-8165



• Questions and thank you letters for P.R.V.T.C. students and staff may be add[illegible] to: 196 Allen Avenue, Portland, ME 04103 (874-8165).

BUSINESS & OFFICE

ACCOUNTANT

Table 15
Mr. Richard Mooney
Mooney & Rathmell
One Portland Square
Portland, 04101
773-8011

SECRETARIAL CAREERS

Table 14
Ms. Jessica Brown
Hannaford Bros.
145 Pleasant Hill Rd.
Scarborough, 04074
883-2911

GENERAL COMPUTER CAREERS

Table 69
Mr. Michael Murphy
Instructor, PRVTC
Data Processing
Francis Martinsau
Thornton Academy '93
Amanda Merrill
Scarborough H.S. '94

OFFICE MANAGEE

Table 15
Ms. Jeanne Manthorne
Petruccelli & Martin
50 Monument Square
Portland, 04101
775-0200

NATURAL RESOURCES

ENVIRONMENTAL ENGINEER

Table 18
Ms. Lisa Spahr
AAB Environmental
Services
110 Free St.
Portland, 04101
775-5401

LANDSCAPE/GREENHOUSE FLOWERSHOP CAREERS

Table 59
Mr. Robert Francis
Instructor, PRVTC
April Mullens '93
Yvette Dyer '93
Gray-New Gloucester
Brisen Rockwell '93
So. Portland High
Jody Reed '93
Scarborough High
Jeff Lunt PG
Gorham High

FISH & GAME WARDEN

Table 30
Warden Chris Simmons
Warden Reggie Hammond
Maine Inland Fisheries
/Warden Service
328 Shaker Rd
Gray, 04039
1-800-322-1333

MARINE BIOLOGIST

Table 17
Dr. Bernard McAlice
Darling Marine Center
University of Maine
Walpole, 04573
563-3146

FORESTRY CAREERS

Table 10
Mr. John Leavitt
Mr. Dennis Brennan
Mr. Walter Gooley
Maine Forestry Service
RFD # 2 Box 148
Alfred, 04002
324-7000

METEOROLOGIST /WEATHER FORECASTER

Table 29
Mr. Fred Ronco
Mr. Al Wheeler
National Weather Servic
4 Al McKay Ave.
Portland, 04102
773-0352

H-3; G-1

CAREERS FOR THE 21st CENTURY

Portland Exposition Building
April 27, 1994

April, 1994

Dear Presenter:

It was a great pleasure to learn that you had agreed to represent your career at the upcoming regional eighth grade career fair on April 27th.

In organizing your presentation, you may need time to set up in advance. The doors of the Portland Exposition Building will be open on the afternoon of April 26th between 2:00 and 4:00 PM and again at 7:30 AM on the morning of the fair. The east side loading door can be opened from the inside for any bulky items. Valuable electronic equipment should be stored in the ticket booth for overnight security. Please see a committee member or a custodian for this. Also, if you will come inside and make your needs known, we will try to provide willing hands to assist you.

On the morning of April 27, ample parking will be available behind the Portland Ice Arena. Entry is from Deering Street. A floor plan is enclosed noting the station for your presentation. Off the front lobby you will find a cloak room, rest rooms, and pay phones.

Please take a minute to sign in at the registration table as you enter on Wednesday morning. The first students will enter the building at 8:38 AM. Coffee breaks at 10:05 and 11:40 are scheduled for presenters. We hope you are planning to join us for a buffet lunch to be served promptly at 1:15.

It takes time and thought to prepare a lively career presentation. The counselors' committee truly appreciate your contributions to this project and hope that you will enjoy helping these youngsters shape their goals.

Sincerely.

Frank Ingerowski

Frank Ingerowski
Regional Coordinator
874-8165

dgh

April 27, 1994

WHAT THE PROSPECTIVE PRESENTER MAY WISH TO KNOW ABOUT...

WHAT: CAREER AWARENESS AND EXPLORATION ACTIVITY. A Career Fair, not a job fair!

WHO: 15 MIDDLE SCHOOLS - 2100 8TH GRADERS.

WHEN: Apr. 27, 1994 8:45 - 1:15

OPEN FOR SET UP 2 - 5 P.M. ON APRIL 26th.
7:30 - 8:30 SET UP AND SIGN IN FOR PRESENTERS
8:30 - BRIEFING FOR PRESENTERS
8:45 - FIRST PRESENTATION

WHERE: EXPOSITION BUILDING. PARK AVENUE

HOW: 12-18 MINUTE SESSIONS

2 MINUTES BETWEEN SESSIONS

MAXIMUM STUDENTS AT ONE SITTING - 16 USUALLY FEWER.

MAKE PRESENTATION OF ABOUT 12 MINUTES.

ALLOW ABOUT 6 MINUTES FOR STUDENT QUESTIONS.

HAVE EXTRA MATERIAL FOR GROUPS WITH NO QUESTIONS.

RECOMMEND HANDS-ON MATERIALS OR WORK SAMPLES.

ELECTRICITY CAN BE MADE AVAILABLE FOR AUDIO VISUAL MATERIALS.

A. V. PRESENTATIONS SHOULD BE LIMITED IN LENGTH AND VOLUME OF SOUND TRACKS. IN PERSON PRESENTATION MORE VALUABLE.

PRESENTERS SHOULD SUPPLY OWN EQUIPMENT.

PRESENTERS WELCOME TO BRING COLLEAGUE (S)

PRESENTERS AND PARTY INVITED TO BUFFET LUNCH AT 1:15 SHARP. RESERVATIONS HELP BUT NOT ESSENTIAL.

TABLES ARE 8 FEET LONG. BOOTH SPACE IS ROUGHLY 16 FEET DEEP AND 20 FEET LONG.

LIGHT WEIGHT CURTAIN BACKDROP IS PROVIDED. MATERIALS CAN BE PINNED ON.

WHY: RAISE STUDENT ASPIRATIONS

INCREASE AWARENESS OF CAREER OPPORTUNITIES

PRACTICE USE OF INTERVIEW AND RESEARCH SKILLS

DEVELOP AND USE SELF ASSESSMENT SKILLS

RELATE OCCUPATIONAL PLANNING TO SCHOOL EXPERIENCES AND HIGH SCHOOL PLANNING

A Few Ideas for Career Fair Presentors

If you are representing more than one occupation within a career cluster, be sure to be inclusive in your remarks, as much as possible.

Holding Students' Attention

1. Before you begin to talk, be sure you have everybody's attention.
2. Give a brief preview of what you'll be covering in the short time you have with the students.

Keeping It Interesting

1. Personalize it a bit. Talk briefly about your own career path if it feels appropriate. Did you work summers at a job related to your present field?
2. What led to your choosing this field?
3. What high school courses or life skills have particular relevance to your present occupation?
4. Gear your talk to the young adolescent. Don't use a lot of business or professional jargon.
5. Use a variety of approaches and materials. Bring items related to your work that students may touch or that may be passed around.
6. Use visual aids, if possible, and consider bringing some brochures or handouts.
7. There's not time enough to share all you know about your field, so select what would have interested you at this age and stage.

Looking to the Future

1. What changes have you seen or do you predict will be seen in your job because of changes in technology?
2. What will be the job market be in the future in Maine, New England, nationwide? What is the starting pay?
3. What are the benefits that come with your line of work? Security, vacation time, travel, standard of living, workplace?

Treating your "Neighbors" Kindly

1. Keep your voice at a volume that allows your group to hear you but not your neighbors.
2. If you use AV equipment, be aware of the volume so you don't "blast out" the folks next to you.

THANK YOU for your willingness to share your time and knowledge with our 8th grade students. Having a chance to interact with someone who is excited about the kind of work they do is already a plus to making your presentation a success with students.

H-3
G-12

[illegible] 1994

Careers For The 21st Century

7:30 a.m.	EXPO OPEN FOR SET-UP.
8:30 a.m.	WELCOME TO PRESENTERS
8:40 a.m.	FIRST STUDENTS ADMITTED TO BUILDING
8:45 - 10:05	WORKSHOP I Four 18 minute presentations: 8:45 9:05 9:25 9:45
10:05 - 10:20	Break
10:20 - 11:40	WORKSHOP II Four 18 minute presentations: 10:20 10:40 11:00 11:20
11:20 - 11:55	Break
11:55 - 1:15	WORKSHOP III Four 18 minute presentations: 11:55 12:15 12:35 12:55
1:15	buffet lunch for presenters.

WORKSHOP I 8:45 - 10:05	WORKSHOP II 10:20 - 11:40	WORKSHOP III 11:55 - 1:15
Bonny Eagle		
Cape Elizabeth	Falmouth	
Gray-New Gloucester	Lincoln (Portland)	King (Portland)
Greely (Cumberland)	Shaw (Gorham)	Lyman Moore (Portland)
Mahoney (S. Portland)	Windham	Memorial (S. Portland)
Wentworth (Scarborough)	Yarmouth	Westbrook

EQUITY IN CAREERS FOR THE 21st CENTURY
Portland Exposition Building
April 27, 1994
8:30 AM - 1:15 PM

****

April, 1994

CAREER FAIR PLANNED FOR GRADE 8 STUDENTS

Local guidance counselors who are endeavoring to raise the aspirations of their eighth grade students are planning the eighth annual regional career fair. As members of the Portland Regional Guidance Consortium they will sponsor CAREERS FOR THE 21st CENTURY on April 27, 1994 at the Portland Exposition Building. With this regional approach to career education students from fifteen area middle schools will be brought together for a day of career awareness and career exploration. Over two thousand 13 and 14 year olds are slated to participate in the event.

The schools involved include: Lyman Moore Middle, King Middle, and Lincoln Middle of Portland; Memorial Middle, Mahoney Middle of So. Portland; Wentworth Middle of Scarborough; Shaw Jr. High of Gorham; Greely Jr. High of Cumberland; Harrison Middle of Yarmouth; Bonny Eagle Middle School; the middle schools of Cape Elizabeth and Falmouth; and the junior high schools of Windham, Westbrook, and Gray-New Gloucester.

Guidance counselors and the eighth grade teachers from these schools have been working together to prepare their students for participation in this event. The career day itself will be a culmination of many hours of preparation for these students. It has been designed to allow students to explore all types of careers and to raise their personal aspirations as they interview representatives of the different occupations. They will learn from community workers about the requirements, preparation, duties and rewards of these occupations. Students will have an opportunity to talk first-hand to people who are practicing their skills and crafts.

The goal of this regional approach to career guidance is an attempt to insure that all area young people, including those with disabilities, and those who are interested in non-traditional careers, receive up to date information to assist them in making informed career choices.

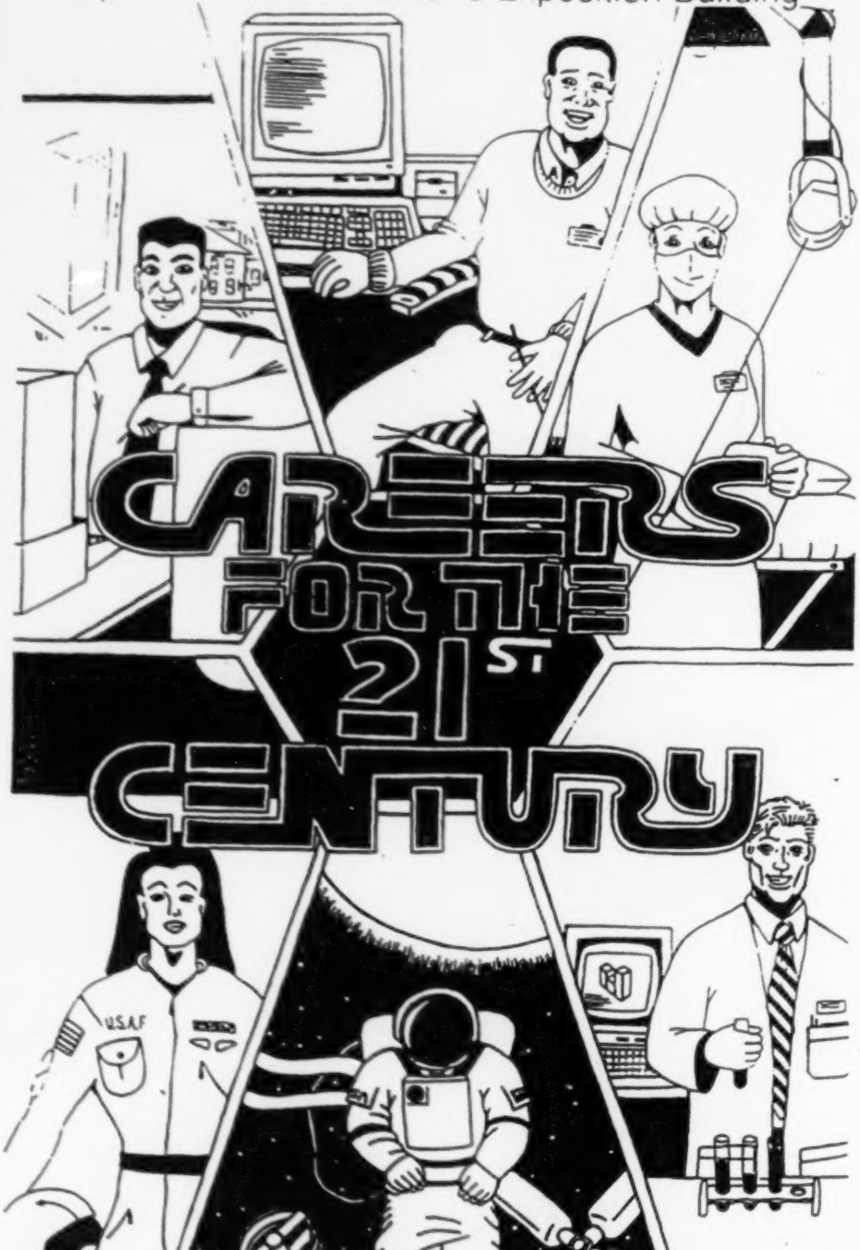
Over seventy business and professional people have agreed to describe their work to the students and answer their questions. Their numbers include those involved in office, health, art, sales, transportation, manufacturing, natural resources, recreation, construction and service enterprises. Portland Regional Vocational Technical Center students and instructors will also be at the fair to exhibit vocational-technical careers available to area students.

Each participating school designates counselors and teachers to coordinate preparation at that institution. Project coordinator is Frank Ingerowski, a vocational counselor at PRVTC. Organizing the participation of the PRVTC instructors and students is vocational counselor, Molly Graffam.

Attached is a copy of the theme poster contest winner. This year's poster contest winner is Jon Hicks, a grade 8 student from Westbrook Junior High School. Jon was overall winner from entries submitted by 15 schools.

GRADE 8 REGIONAL CAREER FAIR

April 27, 1994 • Portland Exposition Building


CAREERS
FOR THE
21ST
CENTURY
U.S.A.F

Designed by:
Jon Hicks, Grade 8
Westbrook Junior High School

CAREERS FOR THE 21ST CENTURY
GRADE 8 REGIONAL CAREER FAIR
APRIL 27, 1994

Frank Ingerowski	Planning Committee Chair PRVTC
Maureen Salisbury	Bonny Eagle Middle School
Rick Madden	Cape Elizabeth Middle School
Lois Murphy	Falmouth Middle School
Stephanie Bubier	Gray-New Gloucester Junior High School
Betsy Stout	Greely Junior High School Cumberland, ME
Sharon Dennison	King Middle School, Portland, ME
Jackie McDonough	King Middle School, Portland, ME
Alice Bredenberg	Lincoln Middle School Portland, ME
Donna Beeley	Lyman Moore Middle School Portland, ME
Ann LaBossiere	Lyman Moore Middle School Portland, ME
Don Lonsway	Mahoney Middle School So. Portland, ME
Phil St. John	Mahoney Middle School So. Portland, ME
Richard Kinney	Memorial Middle School So. Portland, ME
Jane Lansing	Memorial Middle School So. Portland, ME

Patricia Wright	Charles C. Shaw Middle School Gorham, ME
Ann Noble	Wentworth Middle School Scarborough, ME
Sue Walbridge	Westbrook Junior High School
Eugene Neitz	Westbrook Junior High School
Barbara Clark	Windham Junior High School
Eliza Adams	Windham Junior High School
Brenda Michaelson	Harrison Middle School Yarmouth, ME
Jeanne Feintech	Harrison Middle School Yarmouth, ME
Molly Graffam	Portland Regional Voc. Tech. Center

Elementary students learn of vocational careers

High schoolers from Foster Center share knowledge

By **BETTY JESPERSEN**
Sentinel Correspondent

FARMINGTON – Students talking to students can be the most productive way to get information across, and sure enough, elementary school kids at Farmington's Cascade Brook School were all ears last week listening to high schoolers talk about their choice of vocational careers.

High school juniors and seniors enrolled in programs in the Foster Regional Applied Technology Center visited with fourth, fifth, and sixth grade classes to explain what they learn and do in their vocational classes.

Presenters displayed the tools or equipment they use, or they wore their appropriate uniform or safety equipment. Narrating along with a slide show set to music, they showed typical classes in session and the hands-on work being done.

The idea behind this program, according to Alternative Education teacher Ray Therrien, came from Team Cadre, a group of volunteer community and school staff who work with students in the vocational school to broaden their goals and aspirations. They also promote vocational education and encourage students to consider pursuing non-traditional careers.

The Cascade Brook presentation is a pilot program aimed at younger students during a formative stage in their development when they are receptive and curious about new ideas.

"We wanted to send the message to kids at an early age that they need to start thinking about their goals," said Therrien.

Therrien stressed to the students sitting on the carpeted floor of the new school's cafetorium that vocational programs are open to everyone. Girls can take welding and automotive classes just as boys can learn nursing and culinary arts. The important thing is to find out what you're interested in and pursue it, he told the group.

Beth Collins from the marketing distribution class spoke about the student-run school store and the co-op program that gets kids part-time jobs in area businesses. Larry Cain, in the building construction program, explained how carpentry students are taught to design and build everything from dog houses to two-story homes.

Larry Burke talked about the drafting program where ideas are put onto paper. Students here also try their hand at computer drafting of house plans, cars, and radio parts. Shawn Howard, from the computer information systems class, spoke about a career in business as a computer programmer, and explained word processing, data entry, spread sheets and graphics.

Chris Breton talked about the forestry and wood harvesting class; Avalanche Andrews described work at the Rainbow Cafe as part of the culinary arts program, Mike Lee discussed learning electrical work, Carroll Ladd talked about automotives and Jason Sawyer explained what happens in the metal fabrication class.

The high schoolers also discussed careers, the high school courses – such as advanced math and physics – they need to get into technical colleges, potential salary levels, and availability of jobs.

Team CADRE

Mrs. Ann DeRaspe	Culinary Arts Instructor Foster Technical Center
Mr. Ray Therrien	Alternative Education Inst. Foster Technical Center
Dr. Letty Pryor	Admissions Counselor, UMF
Mrs. Leatrice Orr	S.A.D. #9 Affirmative Action Officer
Mr. Graydon Robinson	Guidance Counselor Foster Technical Center
Mr. Paul Brown	Principal, Mt. Blue Jr. H.S.
Mr. Richard Harvey	Principal, Foster Technical Ctr.
Dr. Margaret Stubbs	Consultant in Education
Mrs. Nancy Foss	Consultant on Sex Equity in Education
Mr. Donald Marchildon	Ambassador at Large

Aspiration's Day

1992

Your Future

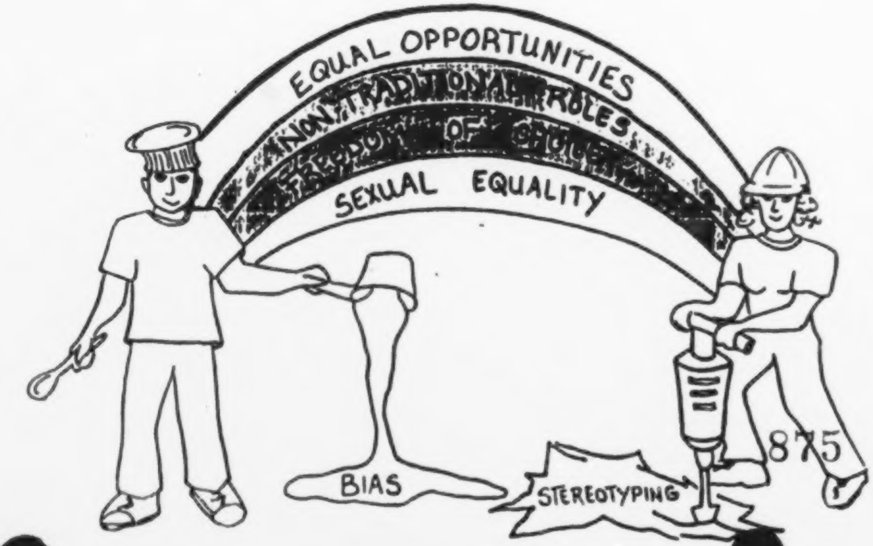
Technical Student Workshop
presented by

Team CADRE

Friday, May 15, 1992

9:00 a.m. - 2:00 p.m.

Foster Applied Technology Center
Farmington, Maine


EQUAL OPPORTUNITIES
NONTRADITIONAL ROLES
FREEDOM OF CHOICE
SEXUAL EQUALITY
BIAS
STEREOTYPING

H-3

Aspiration's Day Program

9:00 - 9:45 a.m.
Mt. Blue High School Auditorium
Benny Reehl

Foster Tech. student body will move to MBHS auditorium at 8:55 a.m.

The following presentations will be done four times during the day.

Trends in the Future (Room 414)

Dennis Fournier, Career Information Systems Manager, will discuss future occupational trends and projected salaries.

On Your Own (Room 413)

Mr. John Schoen, Director of Turning Points will lead a discussion on living on your own.

Life After High School (Room 412)

Benny and Denise Reehl will lead a program designed to look at different aspects of life after school.

Non-Traditional Occupations (Room 411)

This will consist of a discussion of non-traditional occupations.

Mr. Duane Atkins, Receptionist
Registrars Office, University of Maine at Farmington

Ms. Stacy Kemp, Contractor
Machias

Jane Gilbert, Director, Office of Equal Opportunity
Maine Department of Transportation

Rhonda Wiles, Funeral Director, Embalmer
Wiles Funeral Home

Cara Holmes-Perry, 3rd Officer
United States Shipping Company

Self Esteem/How to Be a "Winner" (Room 409)

Jim McKinney
Harry Silvester

9:00 - 9:45	Benny Reehl (auditorium) All students and staff
9:55 - 10:35	Session I
10:45 - 11:25	Session II
11:25 - 11:50	Lunch - Italians/soda/chips/brownies
11:50 - 12:30	Session III
12:35 - 1:15	Session IV

Students told to break out of gender barriers

By David McLaughlin

FARMINGTON - Discussions focusing on equal opportunities, non-traditional roles, freedom of choice, sexual equality, bias, and stereotyping highlighted Aspiration's Day at the Foster Technology Center on Friday.

"There is always going to be someone who dislikes something about you," Stacy Kemp, a contractor from Machias, said during a panel discussion. "You have to work hard to over come a lot of things in your life to get what you want."

Ms. Kemp, along with four other panelist, spent the day talking to students at the Tech Center about non-traditional occupations and what really goes on in the work place.

Joining Ms. Kemp were, Duane Atkins, a receptionist in the Registrars Office at the University of Maine at Farmington; Jane Gilbert, director at the Office of Equal Opportunity in the Maine Department of Transportation; Rhonda Wiles, a funeral director and embalmer at Wiles Funeral Home; and Cara Holmes-Perry, 3rd Officer with the United States Shipping Company.

"This has been a real positive experience for the students," Ann DeRaspe, a co-organizer of the day, along with Ray Therrien, said. "They have had the opportunity to interact with each other and it gives them the chance to explore other areas."

Throughout the day, students had the chance to listen to presentations on various topics that included: Trends in the Future with Dennis Fournier, a Career Information Systems Manager; On Your Own with John Schoen, Director of Turning Points; Life After High School with Benny and Denise Reehl; and Self Esteem/How to be a Winner, with Jim McKinney and Harry Silvester.

Students learn about life after high school

By M.J. Kaniuka

FARMINGTON - Students at Forster Vocational School will spend Friday learning about life after high school and the world of work, including non-traditional occupations.

Called Aspiration's Day, the program is sponsored by Team CADRE.

Dr. Margaret Stubbs, community representative, said Team CADRE is a group of educators who believe everyone benefits from equal opportunities, free of choice, and sexual equality in the job market.

According to Dr. Stubbs, the purpose of Aspiration's Day is to boost interest among the vocational students in the jobs of the future.

For example, one of the four workshops that students will attend is concerned with men and women in non-traditional occupations.

Vo-tech students get an earful

By ROSEMARY POULSEN

Sentinel Correspondent

FARMINGTON — Technical college students from all over Franklin County and Livermore Falls gathered at Foster Regional Applied Technology Center Friday for seminars on future opportunities and some ideas on sex equity in the workplace.

Benny and Denise Reehl started the day with excerpts from their show "The New England New Vaudeville Review." Then they continued with sessions on life after high school.

"We talk about non-traditional occupations," Reehl said, "about understanding masculine-feminine qualities in each individual.'

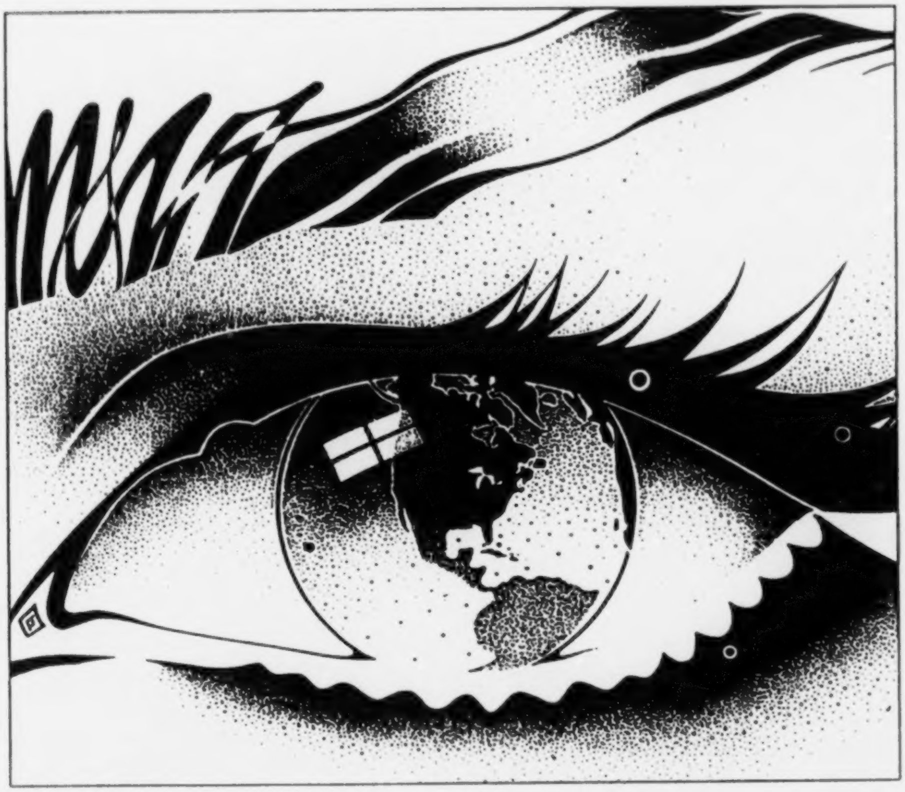
Sessions on future occupational trends and salaries, independent living, and self-esteem were offered.

Stacy Kemp, a contractor, Jane Gilbert of the Maine Department of Transportation, Duane Atkins, a receptionist at the University of Maine at Farmington, Rhonda Wiles, a funeral director and Cara Holmes-Perry, 3rd Officer with the United States Shipping Company put the sex equity issue up front for the students.

Gilbert said "Employers have no tolerance for sexual harassment any more."

H-10

LOOKING FOR NEW HORIZONS?



SAVE

REGION 2
SOUTHERN AROOSTOOK
VOCATIONAL EDUCATION

880

SAVE

Southern
Aroostook
Vocational
Education

Tel. (207) 532-9541
Fax (207) 532-6975

Region Two
Cooperative School District

P.O. Box 307
Houlton, Maine 04730

Willard A. Ruliffson, Director

Serving the communities of:

AMITY
BANCROFT
BENEDICTA
CARY PLT.
CRYSTAL
DANFORTH
DYER BROOK
HAMMOND
HAYNESVILLE
HERSEY
HODGDON
HERSEYTOWN
HOULTON
ISLAND FALLS
LINNEUS
LITTLETON
LUDLOW
MERRILL
MONTICELLO
MORO PLT
MT. CHASE
NEW LIMERICK
OAKFIELD
ORIENT
PATTEN
SHERMAN
SILVER RIDGE
SMYRNA
SOLDIERTOWN
STACYVILLE
WESTON

Dear Prospective Student,

Region Two, Southern Aroostook Vocational Education (S.A.V.E.) has been training students for a variety of vocational employment opportunities for over twenty years (established in 1973). We invite you to join the over 300 students who enroll in S.A.V.E. courses each year.

The vocational/technical courses offered at S.A.V.E. are an integral part of the curriculum at each high school in the region. Enrolled students earn credit toward graduation while developing general employment skills, specific technical abilities and an understanding of the safety requirements for each occupation.

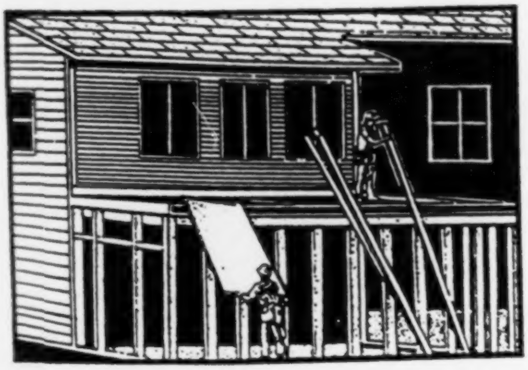
S.A.V.E. offers courses at the center in Houlton and at each of these satellite schools: East Grand, Hodgdon, Katahdin and Southern Aroostook Community High School. Transportation is provided for all students who wish to work in a program that is offered at a site other than their local high school. Your guidance counselor can help you explore your overall career goals and answer questions about any of our programs. You can schedule S.A.V.E. courses at the same time you sign up for your other high school classes.

We encourage students to consider courses in which they have an interest. We especially welcome students who are thinking about pursuing a career in a field that may once have been considered "non-traditional" for their gender. Excellent employment opportunities exist for young people who are successful in vocational education. This brochure provides a good introduction to our many programs -- please consider S.A.V.E. while thinking about your future plans. If we can offer any further assistance or answer any questions please contact the Student Services Coordinator at Region 2.

No student will be denied the benefit of any education program, or objective, nor be subjected to discrimination, stereotypes, or bias on the basis of race, gender, color, national origin, religion, marital status, age or handicap.

Storage buildings, modular homes, hope chests and full kitchen cabinetry are but a few of the projects that have been completed by young women and men in the BUILDING TRADES program.

This program covers the following areas of carpentry: safe use of hand and power tools; creation and interpretation of blueprints; site preparation; floor, wall and roof-ceiling framing; interior and exterior finishing; and cabinet-making and millwork. Third-year students get hands-on experience in masonry, electrical installation, plumbing and flooring. Community service projects provide on-the-job experience whenever possible.



Exploring a career and developing skills needed in the world of work are the main objectives of COOPERATIVE EDUCATION.

Young men and women train and acquire skills on a job for part of the day (after school) and attend a daily class. Classroom work includes identifying and developing skills for potential careers, learning how to work, and how to exist in the working world (including how to apply, get and keep a job--how to complete tax returns--how to manage money--how to choose appropriate insurance policies--Worker's Compensation--Social Security, etc.).

Architectural drafting and mechanical drafting are among the jobs currently being filled by young women and men who graduate from the DRAFTING program.

Basic skills in design, layout and production, including lettering, blueprint reading and use of scales are provided to drafting students.

Opportunities to specialize are available as the student progresses. Computer Aided Drafting (CAD) provides students with the newest technology available in the drafting environment.

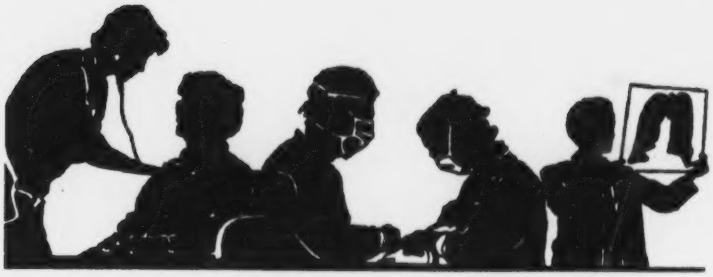
FOOD PREPARATION & SERVICES

Entry-level jobs in the food services industry, including prep cook, short-order cook and customer service functions are options for students in the FOOD PREPARATION course. Procedures like baking, main meal production, short-order cooking, sanitation, safety, hygiene and menu planning are studied. Students work in a snack-bar setting in the classroom, serving the school and catering various functions for the community. Throughout the year, young men and women in the Food Prep program prepare seasonal projects, such as gingerbread houses and valentine cakes.

FOREST MANAGEMENT AND OPERATIONS provides students with entry-level skills that are necessary for obtaining employment within the forest industry. The program stresses workplace safety, which is practiced on the school's woodlot provided by Bowater Great Northern Paper Company.

Safety, heavy equipment, directional felling, controlled yarding, forest fire fighting, wood harvesting, woodlot management and first aid are among the subjects covered. The school owns two skidders, a bulldozer, a pulp truck and a loader. Each student is provided with a chainsaw.

Young men and women completing the course will have good wood harvesting skills, as well as a very good employment potential.

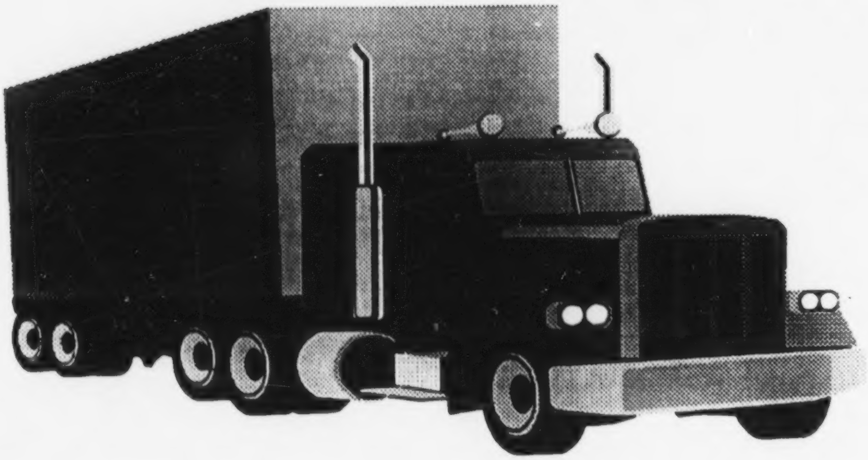


Classification as a "Certified Nurse's Aid" (CNA) is available to young men and women in the HEALTH OCCUPATIONS program who successfully complete a state exam at the end of this course.

This program includes a lab situation capped by fourteen days of clinical experience at local nursing homes and Houlton Regional Hospital. Preliminary classroom instruction in health occupations includes: anatomy and physiology, diet and nutrition, first aid, medical terminology, ethical and legal responsibilities, interpersonal relationships, personal health, career opportunities and the world of work.

Maintenance and repair of HEAVY DUTY EQUIPMENT associated with the wood harvesting business are taught in this course. Bulldozers, skidders, pulp loaders, trucks, tractors and trailers are maintained and repaired, with work focusing on diesel and gas engines, drive trains, hydraulic systems and electrical systems. Safety practices receive great emphasis. Operation of the heavy duty equipment is learned as a necessary part of maintenance and repair.

Young men and women completing this program will have very good employment potential with wood contractors and equipment suppliers.



Living in an area where a variety of small engines and recreational vehicles are used means that there is a demand for small engine repair mechanics.

Young women and men in the OUTDOOR POWER course will completely disassemble and reassemble two-cycle and four-cycle engines, examining and testing them, and trouble-shooting using hand tools and diagnostic equipment.

"Jobs for Maine Graduates," is a program that helps young men and women to identify occupational interest and aptitudes, develop a career path, select an immediate job goal and learn time management skills, as well as to work on other projects throughout the year. Students in the program may campaign for one of six class officer positions in the local (Houlton/Hodgdon) chapter of JOBS FOR MAINE GRADUATES, with positions ranging from president to social director.

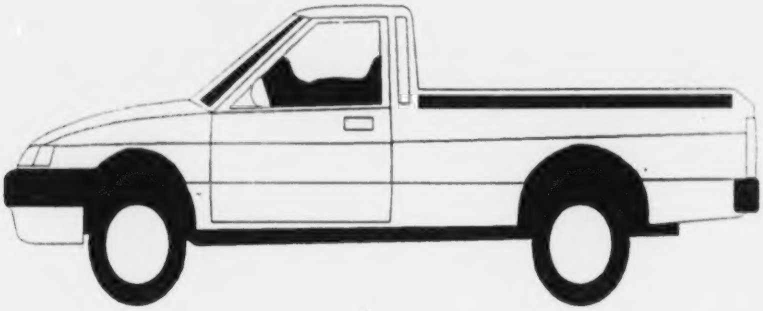
Student activities include: field trips, guest speakers, team-building and membership activities, parliamentary procedure, community service, fund raising and social activities such as a day long ski trip. Students will develop a sense of accomplishment as well as ownership in the program.

Graduating seniors will receive nine months of follow-up service upon graduation. The Job Specialist and students will strive for 100% placement, whether it be in a four-year college, two-year college program, military service or employment.

Awareness of the students' own abilities, and learning to be productive citizens are two goals of the program.

SCHOOL
TO WORK

JMG
jobs for ME



Young women and men in the TRANSPORTATION MECHANICS program have in the past worked on a variety of individual projects including re-building and restoring old vehicles and reconditioning engines.

Shop safety, vehicle operating principles, use and care of tools and equipment, shop maintenance, basic welding and soldering, engine tune-up and overhaul, and work on the following systems: steering, electrical, fuel and drive train are all included in the course.

Successful students in Transportation Mechanics come away with safe work habits, good work attitudes and up-to-date skills.

WELDING

Welding certification and the opportunity to contract for jobs are opportunities that are available for young women and men while working in the WELDING program.

Beginning weeks are devoted to basic skills: oxyacetylene welding, arc welding, basic design and blueprint reading. The second quarter is devoted to practical experience and a few advanced skills such as heliarc, mig welding, sheet metal pattern development and individual projects. The last two quarters find students working on an individual basis -- they may elect to try for certification or to contract for jobs. The drafting and lecture periods remain structured throughout the year -- one day a week of drafting, blueprint reading and lecture.

If a student elects to take welding a second year, the lecture and progress charts are repeated. However, he or she is eligible to try for certification at an earlier date.

If students are already certified, they can try for the booster certification. The nature of welding means that the repeated effort is a plus rather than a duplication. Second-year students serve as assistants and mentors for first-year students.

SAVE

VOCATIONAL SHOPS

Stacyville	-	365-4246
Danforth	-	448-7023
Hodgdon	-	532-7760
Dyer Brook	-	757-8877
Houlton	-	532-9541

MAILING ADDRESS:
P. O. BOX 307
HOULTON, ME
04730-0307

MAIN OFFICE:
BIRD ST.
HOULTON
207-532-9541

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A Woman's Place

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- *Keep Your Cool*
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- *Families Go West*
- *From Courtship to Marriage*
- *From Servitude to Slavery: The 17th Century South*
- *The Grimke Sisters from South Carolina: Women Speak out Against Slavery*
- *The New England Farm Family*
- *The Revolution and Republican Motherland*
- *Virginia and Massachusetts: Two Stories of Settlement*
- *White Women in Slave Society*

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Life's Work: Four Approaches to Career Counseling Part 1 and 2

Maria Mitchell Explorer of the Stars

Men and Women Working Together

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Self-Esteem for Women

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Sex Equity Service Project: Choices

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Sexual Harassment from 9 to 5

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Sexual Harassment in the Schools

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Teen Awareness/Sexual Harassment

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The Life and Times of Rosie the Riveter

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The Mosaic Wokplace: Men and Women Working Together

The Other Boston Tea Party

There's No Such Thing as Women's Work

To Be Employed - Ready, Willing, and Able

To Be Independent - Ready, Willing, and Able

To Be Me: Ready, Willing and Able

Unlocking Nontraditional Careers Series
  - *Enhancing Placement Unit (Tape 1)*
  - *Option B -- Recruiters (Tape 2)*
  - *Enhancing Placement Option D (Tape 3)*

Vocational Guidance and Counseling/Sex Equity Services

Votes for Women?!

Votes for Women? A Resource Guide

Warning: The Media May Be Hazardous to Your Health

What Could I Say

Women and the Building Trade

Women Get the Vote

Women in American Life Series:
  1861-1880 Civil War, Recovery and Westward Expansion
  1880-1920 Immigration, New York and New Roles
  1917-1942 Cultural Image and Economic Reality
  1942-1955 War Work, Housework and Growing Discontent
  1955-1977 New Attitudes Force Dramatic Changes

Women in Construction

Women in Policing

Women in the Building Trades

Women of Achievement in Non-Traditional Roles (6 Videos)

Women of Courage

Women on Television

Women Seen on Television

Women Working

You Can Be a Scientist Too!

Young People's Program on Sexual Harassment in the Workplace: Instructional and Support Materials to Prepare High School and College Age Students for the Workplace

Your Choice - Your Future

PROFILES. TESTS. AND POSTERS

ASVAB. (Military Assessment)

Discover Women's History Display Kit. Windsor. CA: National Women's History Project, 1989.

McCormick, Dale. Mccormick Non-Traditional Occupations Profile. Augusta, ME: Women Unlimited.

Nontraditional Occupation Safety Posters. New Jersey Equity Network.

Notable Women Photo Display Sets 1 and 2. Windsor, CA: National Women's History Project, 1994.

Profiles. Division of Voc and Career Ed. Ohio Department of Education.

Promises to Keep (Poster, Biography, and Speech) Women's History. Windsor, CA: National Women's History Project, 1995.

State of Maine OSHA, DACUM.

Work and Family Resource Kit. U.S. Department of Labor, Women's Bureau.

AGENCIES, ASSOCIATIONS, AND UNIONS

AARP

AFL-CIO

ASSOCIATION FOR UNION DEMOCRACY (AUD)

COALITION OF LABOR UNION WOMEN

GREY PANTHERS

LABOR EDUCATION, UMO

LOCAL SEX EQUITY CADRE TEAM

MAINE AFFIRMATIVE ACTION OFFICE

MAINE ATTORNEY GENERAL'S OFFICE

MAINE DEPARTMENT OF EDUCATION

MAINE JOB SERVICE

MAINE STATE EQUITY OFFICE

MAINE TRADESWOMEN'S NETWORK

MAINE WORK AND FAMILY COORDINATOR

NATIONAL ASSOCIATION OF WOMEN IN CONSTRUCTION

NATIONAL GUARD

NORTHERN NEW ENGLAND TRADESWOMEN NETWORK

OLDER WOMEN'S LEAGUE

OUTWARD BOUND PROGRAMS

PROJECT SOAR, CEI

SOCIETY FOR WOMEN ENGINEERS

STATE OF MAINE

TRADES AND CONTRACTORS ASSOCIATIONS

U.S. DEPARTMENT OF LABOR, APPRENTICESHIP DIVISION

U.S. DEPARTMENT OF LABOR, WOMEN'S BUREAU - PUBLICATIONS OF LEGAL RIGHTS OF WORKING WOMEN

WIDER OPPORTUNITIES FOR WOMEN

WOMEN CONSTRUCTION OWNERS AND EXECUTIVES

WOMEN'S BUSINESS DEVELOPMENT CORPS

WOMEN'S TRADE ORGANIZATION WOMEN UNLIMITED